# Broughton Jewish Cassel Fox Primary School

## Nurture Provision Policy

### Aims of the Nurture Provision

At Broughton Jewish, we are committed to supporting the emotional, social, and academic development of all our pupils. Our Nurture Provision provides a safe, structured, and inclusive environment where children can build confidence, develop positive relationships, and work towards personalised targets.

Our aims include:

- Supporting pupils in developing emotional regulation, resilience, and self-esteem.

- Providing targeted intervention for children who may benefit from additional social, emotional, or behavioural support.

- Creating a calm, inclusive space where children feel safe, valued, and ready to learn.

- Linking all activities to individualised targets, including academic goals where appropriate.

### Session Structure

Nurture sessions run for 2.5 hours in the afternoon and follow a consistent, supportive structure:

1. Emotional Check-Ins: Sessions begin with a calm, welcoming emotional check-in.

2. Main Activity with Targeted Support: A structured activity is introduced to the group, with small group or 1:1 sessions.

3. Choice-Based Activities: Pupils choose engaging activities, with subtle support to meet individual targets.

### Personalised Targets

Each child attending the Nurture Provision will have a set of personalised targets, which may include emotional, social, behavioural, communication, and academic goals. Progress is reviewed regularly and shared with class teachers and parents/carers.

### The Six Principles of Nurture

Our provision is underpinned by the six core principles of nurture:

1. Children’s learning is understood developmentally.

2. The classroom offers a safe base.

3. The importance of nurture for the development of wellbeing.

4. Language is a vital means of communication.

5. All behaviour is communication.

6. The importance of transition in children’s lives.

### Referral Process for Nurture Provision

Referrals follow a structured and evidence-based process:

- Wave 1 and targeted support must be in place.

- Pastoral and CPOMS records should document concerns.

- External advice should be sought where appropriate.

- Family involvement is essential.

- SENDCo referral via EduKey with checklist and Boxall Profile.

The pastoral team reviews pupil needs, Boxall outcomes, suitability, and group dynamics.

### Reintegration from Nurture Provision

Reintegration is a structured process guided by the Six Principles of Nurture and Boxall Profile outcomes:

1. Planning Meeting: Collaborative meeting with all stakeholders.

2. Phased Return: Gradual increase in classroom time.

3. Support Strategies: Differentiated tasks and safe spaces.

4. Monitoring: Daily check-ins and weekly reviews.

5. Roles: Defined responsibilities for staff and parents.

6. Communication: Regular updates and shared strategies.

7. Contingency: Flexible adjustments if challenges arise.

### Supporting Pupils with Dyslexia

Our Nurture Provision is inclusive of pupils with dyslexia. We provide:

- Dyslexia-friendly resources (e.g., overlays, visual prompts).

- Opportunities for verbal and hands-on learning.

- Positive reinforcement to build confidence.

- Collaboration with class teachers for consistency.

### Parent Partnership and Communication

Parents and carers are essential partners in the success of our Nurture Provision. We ensure:

- Regular communication and involvement in planning.

- Inclusion in reviews and reintegration meetings.

- Valuing parental insights and concerns.

- Emphasizing that nurture is a positive intervention.

### Why a Child Might Be Referred

Children may be referred for reasons including:

- SEMH needs.

- Risk of non-attendance or exclusion.

- Emotional or relationship difficulties.

- Low self-esteem or academic disengagement.

### How Nurture Helps

Our Nurture team provides:

- Consistent routines and safe spaces.

- Emotional coaching and wellbeing support.

- Social skills development.

- Tailored academic support.

- Supported reintegration to class.