



# Nurture Provision

Maximising Potential Toolkit



# What is Nurture Provision?



## Whole-school nurturing approaches

A whole-school approach to nurture focuses on the emotional development and academic learning of all pupils, as well as embedding **the Six Principles of Nurture** throughout the policies and practices of a school. By adopting a whole-school approach, schools can not only understand and respond to the social, emotional, mental health and wellbeing of all pupils and staff, they can also help enhance teaching and learning.

## Nurture Groups

A nurture group is a school-based intervention run by two members of staff with a small group of 6-8 pupils. This focused, short-term intervention aims to remove barriers to learning pupils with social, emotional and behavioural difficulties may have, which makes it harder for them to learn in a mainstream class. Children are given opportunities to revisit or develop early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the **Six Principles of Nurture**.



# 6 Principles of Nurture



# An Turas

## Our Journey so far...

Scoil an Droichid was granted DE funding to establish a Nurture Unit

• June 2016

Our Nurture Room welcomes its first cohort of pupils

• October 2016

New build plans include a purpose built Nurture Room

• 2023 - ??

# Why is nurture needed?

Nurture provision is a supportive approach used to tackle underachievement in children who have social, behavioural, emotional and wellbeing needs, attachment or trauma related difficulties, or who have adverse childhood experiences.

Prevalence of such difficulties are significant in communities who have experienced transgenerational trauma also.

Attachment difficulties and trauma can produce life-long barriers to learning and attainment for children, if they are not directly addressed.

Through intensive nurture intervention we aim to remove barriers to learning, and achieve their potential.



# Why is nurture needed?

- To foster emotional health and wellbeing through teaching SBEW skills and tools.
- To widen the understanding around the principles of nurture both in the school and community



## How did Scoil an Droichid establish our Nurture Room?

- A 'Grúpa Stiúrtha' or 'Steering Group' of multi-disciplinary professionals was formed to oversee the delivery of the nurture group in 2016
- The steering group has responsibility for strategic planning and policies, as well as monitoring staffing and funding procedures.
- The membership at Scoil an Droichid includes;
  - School Principal
  - SENCO
  - Nurture Teacher
  - EANI Nurture Advisory & Support Service (NASS)
  - Art Therapist
  - Senior Social Worker
  - Inner East Belfast Family Support Worker
  - Former School Principal / SEN Consultant

## How did Scoil an Droichid establish our Nurture Room?

- A classroom was identified as the Nurture Room and the space was resourced and equipped according to DENI guidelines for Nurture Provision. This includes four distinct areas; home, kitchen, work & play
- Recruitment drive was carried out to appoint a teacher and assistant – both then went on to receive training from Nurture UK
- The Steering Group met to select pupils for the first Nurture intake in October 2016.



# The Nurture Group



The Nurture Group in Scoil an Droichid is made up of six Primary 2 pupils.

On-going monitoring during their Nursery & Primary 1 year helps us to begin to identify need within the class.

SDQ and Boxall assessments are used as pre-screening tools in Term 3 Primary 1. Data from these are used to bring recommendations to the steering group for pupil selection.

# **SDQ**

## **(Strengths & Difficulties Questionnaire)**

- Initial screening tool
- Emotional and Behavioural questionnaire
- Can be used to capture perspective of children, parents and teachers
- Goodman et al., 2000

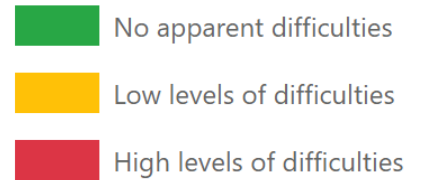
# Boxall Assessment Profile

The Boxall Profile® was developed to provide a precise way of assessing pupil needs, planning intervention, and measuring progress in the classroom. The Boxall Profile® norms apply to children 'competently functioning' aged from 4-18 years.

- **Section 1, the Developmental Strands** which consist of items that describe different aspects of the developmental process of the earliest years. Satisfactory completion of the first stage of learning is essential if children are to make the most of their school experience.
- **Section 2, the Diagnostic Profile** which consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement with school. They may be directly or indirectly the outcome of impaired learning in the earliest years.

# Boxall Assessment

## Total Developmental Score



## Total Diagnostic Score



# Nurture Group

- Individualised planning for each child, based on their SBEW needs and priorities (taken from Boxall)
- Specific focus on emotional regulation and communication
- High pupil:teacher ratio for literacy & numeracy support
- Regular contact with parents via Nurture phone & coffee mornings
- Management level through SDP – priority through all strands through training, policy work & resourcing
- Revisiting early-life experiences
- Enriching life experiences through trips
- KS2 Social Groups

# Measuring Progress

## Quantitative Data

- SDQs
- Boxalls
- Half-Termly Reviews
- Readiness for Reintegration
- PASS
- Attendance monitoring

## Qualitative Data

- Daily observations
- Pupil voice
- Review of weekly targets
- Classroom observations
- Parental feedback
- Feedback from baseclass teacher
- Presentation of case study at FAROUK meetings
- Professional opinions of members of the steering group

# How do we know this works?

- Progress tracking through Boxall assessments
- Parental feedback
- Children's feedback
- Academic achievement



# Parental Feedback

We feel that we would not be where we are right now if not for the Teachín. This has been the best thing for our family.

My child has a real want to learn and read that she never had before.

The nurture group has got our child through some of her most challenging times in her educational life and has been valuable to her progress and journey to the calmer more confident happy child that she is today. This has had a wider impact on us as parents and as a family in such a positive way.

You have created a safe and loving environment that has enabled our child to work through her difficulties. It is so nice to see her happy and she couldn't have got there without your support.

My child's progression has been amazing, I feel his negativity and anxiety have reduced greatly and his behaviour is better.

The help our child received in developing tools to deal with his 'fire alarm anxiety' has been amazing and we are really grateful.

# Children's Feedback

It helped me to read, and  
I speak Irish in my house  
now

It helped me with my  
feelings and what to do  
when I'm sad and angry.

I learned about the  
upstairs and  
downstairs brain

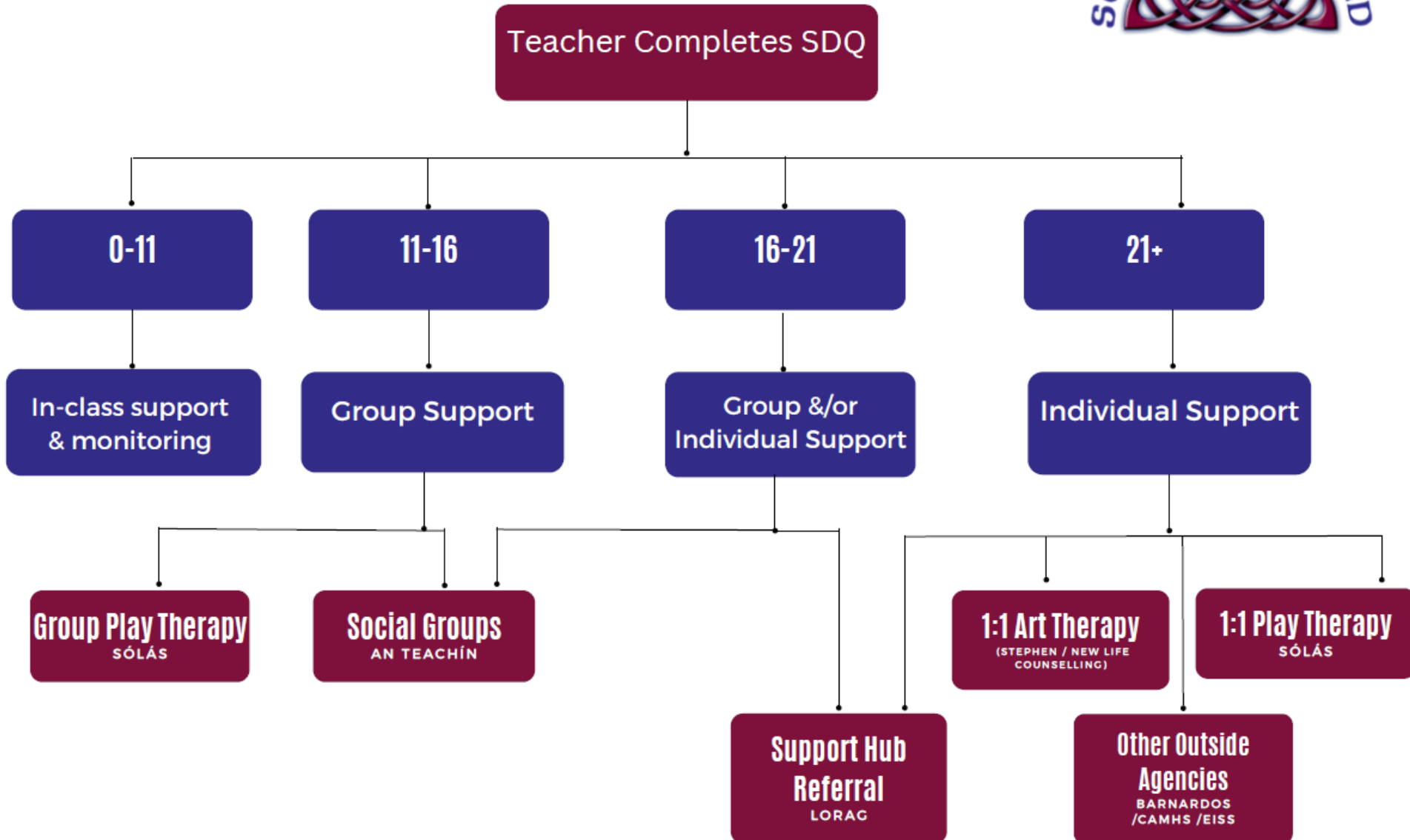
If I get really stressed out  
now I can say "stop!"

I can take turns talking  
now!

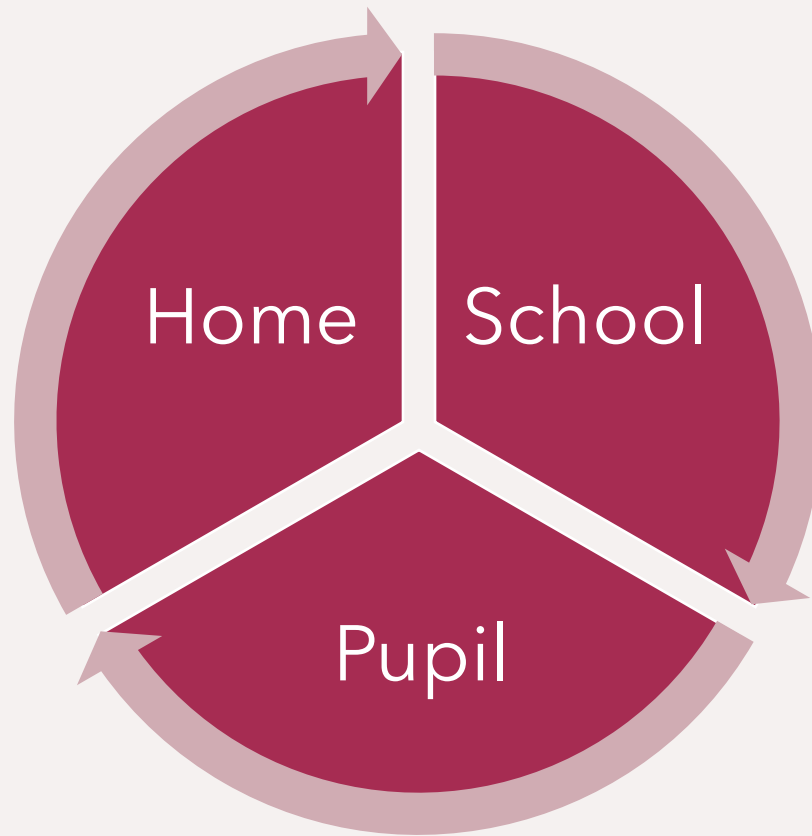
The Teachín has made it  
easier to learn.

When you're in the  
Teachín you learn loads  
of Gaeilge

## SBEW REFERRAL PROCESS 23-24



# Partnership



# Useful websites

EA Nurture Advisory & Support Service

<https://www.eani.org.uk/school-management/nurture-advisory-support-service-nass>

Nurture UK

<https://www.nurtureuk.org/>

Nurture International

<https://www.nurtureinternational.co.uk/>