

## Nurture Intervention

<b>Intent</b>	<p>The intent of our Nurture Intervention is to help pupils who are struggling within the SEMH areas of their development, which is preventing them being able to fully to access their learning in class. The intervention is built around the six principles of nurture:</p> <ul style="list-style-type: none"> <li>• All behaviour is communication</li> <li>• Children's learning is understood developmentally</li> <li>• The classroom offers a safe base</li> <li>• Nurture is important in the development of well-being.</li> <li>• Language is understood as a vital means of communication.</li> <li>• Transitions are significant in the lives of children</li> </ul> <p>The Nurture Intervention aims to help pupils develop the following:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Pupils should acquire and develop a knowledge and understanding of personal wellbeing and a positive self-image and how they can understand and relate to other people</li> <li>• <b>Skills</b> Pupils should develop interpersonal skills such as appropriate and effective communication, cooperative play and socialisation and speaking and listening.</li> <li>• <b>Attributes</b> Pupils will develop positive personal attributes such as resilience, empathy self-confidence which are necessary to support their learning and positive wellbeing.</li> </ul>
<b>Implementation</b>	<p>A nurture group intervention operates for a maximum of eight children for 2 hours on a twice weekly basis in the afternoons. The structured intervention is run by two nurture trained HTAs and typically a child will attend a nurture intervention for 2-3 terms (depending on their individual needs).</p> <p>The nurture group provides a structured and predictable environment where children can begin to trust adults and learn the skills they will need to succeed in a mainstream classroom.</p> <p>The class teachers of all pupils who attend the nurture intervention will complete a Boxall Profile prior to joining the intervention and this assessment is repeated on a termly basis throughout the time the child attends the intervention. The Boxall Profile measures progress on different aspects of a child's cognitive, social and emotional development and assesses how the child's learning experience is organised. The profile also identifies and describes:</p> <ul style="list-style-type: none"> <li>• Organisation of experience – which reflects the child's levels of engagement with the world and their readiness for learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Internalisation of controls - which reflect how emotionally secure a child is and their competency of social functioning</li> <li>• Self-limiting features – the different levels of a child’s self-awareness and functioning</li> <li>• Undeveloped behaviours – a child’s ability to relate to others</li> <li>• Unsupported Development – the negative behaviour of the child caused by insufficient early nurturing.</li> </ul> <p>Using the Boxall Profile data, nurture practitioners design and develop a tailored intervention programme that is designed to address the needs of the children. Each child is given a personal target to work on throughout the term, designed to address a specific area of development identified by the Boxall profile.</p> <p>Because children's learning is understood developmentally, children who are chronologically older than their developmental age are given opportunities to revisit and explore play and development activities from a previous stage of a child's development which they were unable to access at the time. By presenting these developmental learning opportunities in a safe, small group environment, children are able to access the learning experience at an appropriate point in their development and then quickly move on.</p>
<b>Impact</b>	<p>By the time children leave the Nurture Intervention they will be able to:</p> <ul style="list-style-type: none"> <li>• Access their learning within a whole class setting</li> <li>• Socially interact appropriately with their peers and work cooperatively with other children.</li> <li>• Express positive attributes about themselves and others</li> <li>• Express how they are feeling and be able to explain why they feel that way.</li> </ul>

