

Christ the King School

Policy

SEN Hub Provision

St Margaret Nurture group

2024-27

Mission Statement

At Christ the King School, our nurture group is dedicated to providing a nurturing and inclusive environment to support children with complex needs. Our mission is to offer a highly personalised learning experience that enables these children to access the benefits of a specialist provision while remaining in a mainstream school setting.

AHT with Inclusion responsibility: Catherine Le Fleming
Higher Level Teaching Assistant: Rhonda Smith
SEN Governor: Una McCrann

1. The Aims of the Attendance Policy

- To provide a tailored learning environment with clear structure and low arousal levels, focusing on the individual needs of each child.
- To deliver interventions outlined in children's Education, Health, and Care Plans (EHCPs) to support their specific needs.
- To enable children in the Nurture Group to access the benefits of a specialist provision while remaining in a mainstream school.
- To facilitate integration and transition of children into their mainstream class, tracking their progress and determining appropriate timing for integration.
- To create an inclusive and nurturing environment where children can flourish academically, socially, and emotionally.

2. Introduction

At Christ the King School, we recognise the importance of providing a nurturing and inclusive environment for children with complex needs, particularly those with Autism. The Nurture Group has been established to support these children and enable them to access a highly personalised learning environment while remaining in a mainstream school setting. This policy outlines the key principles, procedures, and responsibilities associated with the operation of the Nurture Group. This policy is designed to align with the requirements and provisions set forth in the Code of Practice for Special Educational Needs and Disabilities and the Equality Act 2010. By adhering to these legal frameworks, we ensure that our Nurture Group operates in compliance with the relevant legislation and fosters an inclusive learning environment.

3. Equality and Inclusion

- 3.1. The Nurture Group operates in accordance with the school's Equality Policy, ensuring that all children are treated with dignity, respect, and fairness, regardless of their background, disability, or any other protected characteristic.
- 3.2. Reasonable adjustments will be made to accommodate the diverse needs of the children in the Nurture Group, which may include modifications to teaching strategies, access to assistive technology, adaptations to the physical environment, or tailored support plans. These adjustments will be determined based on individual needs and in consultation with relevant professionals and parents/carers to ensure equal access and inclusive participation

4. Admission Criteria

- 4.1. Admission to the Nurture Group will be based on clear and transparent criteria to ensure that the provision is targeted towards children who will benefit most from the specialised support offered.
- 4.2. The admission criteria for the Nurture Group are as follows:
 - a) Children must have an Education, Health, and Care Plan (EHCP) or be in the process of being awarded one.
 - b) Children should have been working within pre-key stage objectives, indicating significant difficulties in their academic progress.
 - c) Children must have their primary need falling directly under Speech, Language, and Communication Needs (SLCN) or autism.
- 4.3. The Nurture Group has a maximum capacity of nine children due to the available room space, ensuring a favourable staff-to-child ratio and the provision of individual attention and support.
- 4.4. The decision regarding referrals to the Nurture Group will be made through a collaborative process involving the Assistant Head Teacher with Inclusion responsibility, the Higher-Level Teaching Assistant (HLTA) responsible for delivering the provision, the class teacher, and any relevant professionals or external agencies.
- 4.5. Admission to the Nurture Group and the duration of a child's access to the provision will be at the discretion of the Headteacher and Governing Body.
- 4.6. By establishing clear admission criteria, we ensure that the Nurture Group is reserved for children with complex needs who meet specific criteria, enabling targeted and effective support for those who require it most.

5. Discretion of Headteacher and Governing Body

- 5.1. The Headteacher and Governing Body will consider the recommendations provided by the Assistant Head Teacher with Inclusion responsibility, the Higher-Level Teaching Assistant (HLTA) responsible for delivering the provision, and any relevant professionals or external agencies involved in the assessment and support process.
- 5.2. Decisions regarding admission and the length of access to the Nurture Group will be based on a thorough assessment of the child's needs, the availability of resources, and the overall best interests of the child and the school community.
- 5.3. The Headteacher and Governing Body will regularly review the effectiveness of the Nurture Group and may make adjustments to admission criteria and access duration as necessary, ensuring that the provision continues to meet the needs of the children and align with the school's overall strategic objectives.

6. Capacity and Staffing

- 6.1. The Nurture Group has a maximum capacity of nine children to ensure individual attention and support.
- 6.2. The staff-to-child ratio in the Nurture Group is 1:3, with three adults responsible for delivering the provision.

- 6.3. Assistant Head Teacher with Inclusion, oversees the Nurture Group and is responsible for its effective operation.
- 6.4. A highly trained and experienced Higher-Level Teaching Assistant (HLTA), is responsible for planning and delivering the provision within the Nurture Group under the direction of the Assistant Headteacher and Classroom teacher.

7. Roles and Responsibilities

- 7.1. The class teacher, HLTA responsible for delivering the provision and the Assistant Head Teacher with Inclusion responsibility, will have overall responsibility for the education and well-being of the children in the Nurture Group. They will collaborate closely with other relevant professionals to create an inclusive and integrated learning experience for the children. Each staff member will have specific roles and responsibilities, outlined in their respective job descriptions, to ensure a cohesive and coordinated approach in meeting the individual needs of the children
- 7.2. The class teacher is responsible for:
 - work collaboratively with the Higher-Level Teaching Assistant (HLTA), the Assistant Head Teacher with Inclusion responsibility, and other relevant professionals to create an inclusive and integrated learning experience for the children.
 - actively participate in the termly review meetings to discuss the progress, achievements, and challenges of the children in the Nurture Group, taking an active role in their individualized education and support plans.
 - play a key role in the EHCP annual review process, ensuring that the child's progress, support requirements, and integration goals are accurately reflected.
- 7.3. Inclusion Manger is responsible for:
 - Overseeing the operation of the Nurture Group.
 - Ensuring compliance with relevant policies and procedures.
 - Liaising with parents/carers, professionals, and external agencies.
 - Monitoring the progress and well-being of children in the Nurture Group.
 - Supporting the EHCP annual review process.
- 7.4. HLTA is responsible for:
 - Delivering the interventions outlined in children's EHCPs.
 - Providing a nurturing and structured learning environment.
 - Monitoring and assessing the progress of children in the Nurture Group.
 - Collaborating with the class teacher and relevant professionals.
 - Reporting on children's achievements and challenges.
 - The HLTA will actively involve parents/carers in the Nurture Group by regularly communicating with them about their child's progress, involving them in decision-making processes, and seeking their input and insights. This collaborative partnership will enable parents/carers to actively contribute to their child's learning and support, and to be informed participants in their child's educational journey.

8. Safeguarding

- 8.1. Christ the King School is committed to ensuring the safeguarding and well-being of all children in the Nurture Group. We have robust procedures in place to identify, respond to, and report any safeguarding concerns in accordance with our Safeguarding Policy and statutory guidelines.
- 8.2. Our designated safeguarding lead and the Nurture Group staff will work collaboratively to provide a safe and secure environment for the children, and to promptly address any safeguarding issues that may arise.

9. Review Plan and Next Steps

- 9.1. The class teacher, HLTA, and Inclusion Manager will meet termly to review the progress of each child in the Nurture Group.
- 9.2. The Nurture Group's overall responsibility for children's progress lies with their class teacher, who will work collaboratively with the HLTA and Inclusion Manager.
- 9.3. The termly reviews will inform the identification of next steps and adjustments to support children's individual needs.
- 9.4. The Nurture Group's involvement in children's EHCP annual review process will be extensive, ensuring that their progress and support requirements are accurately reflected.

10. Communication and Confidentiality

- 10.1. Effective communication channels will be established between the Nurture Group, mainstream classes, parents/carers, and relevant professionals to ensure a coordinated approach.
- 10.2. Confidentiality will be maintained in line with the school's Data Protection and Confidentiality Policy, ensuring that sensitive information about children is handled appropriately and shared on a need-to-know basis.

**This Policy is reviewed triennially
or earlier if necessary by:**

The Governing Body

It was last reviewed in

October 2024

It will next be reviewed in

October 2027