

# Nurture Provision

Rationale 2026/27

## Nurture Provision Rationale

Our 'Nurture provision' forms part of our Academy's commitment to support children with a range of complex needs including; social, emotional and mental health (SEMH) difficulties and/or Communication and Interaction difficulties. Pupils identified to access the Academy's Nurture provision are carefully selected by the Academy's leadership team, in addition to communications with the 'Nurture team'.

Pupils are typically identified due to significant barriers to learning including communication and interaction difficulties, anxiety or high levels of emotional dysregulation meaning that pupils require access to a small, calm, structured learning environment. Crucially, pupils are selected not just based on their needs but by a specific personality profile. This ensures their inclusion complements the established cohort whose access may be mandated in Section I of their Education, Health, and Care Plan (EHCP).

### Nurture principles

**The Nurture principles are based around the 6 core principles of Nurture, attachment theory and utilises a trauma-informed approach.**

- All behaviour is a form of communication
- Transitions are significant in the lives of our children
- Language is understood as a vital means of communication
- Nurture is important for the emotional development of our pupils
- The classroom offers a safe environment to ensure that each child thrives
- Children's learning is understood developmentally



## Implementation

- Within the Nurture provision, there are 2 distinct class groups: Nurture 1 (N1) and Nurture 2 (N2).
- Each class is taught collectively as a discreet group, led by one 'lead class teacher' and a class tutor. Additional staff may also support each class group, according to the needs of the cohort and the subjects being taught.
- Class sizes are typically smaller than that of the main cohort of the school-minimum ratio 1 adult:4 children.
- Pupils are taught separately from the main cohort of the school, within a self contained area of the school known as the 'Nurture Wing'.
- Though Nurture pupils typically access their own 'wing' of the school, Nurture pupils continue to have access to the whole range of facilities across the school, including external areas and specialist teaching areas (Food Technology lessons and Physical Education (PE)).
- All pupils have access to a quiet lunch time offer available within the 'Nurture wing' of the school in addition to other dedicated spaces.

## Staffing structure:

The Nurture Provision is managed by highly qualified staff to support pupils' learning and overall developmental needs;

| Nurture Wing             |                         |
|--------------------------|-------------------------|
| N1                       | N2                      |
| Teacher - Mr J Chapman   | Teacher - Mr J Grindley |
| Tutor - Miss G Catchpole | Tutor - Mrs S Langdale  |
| Additional Staffing      |                         |
| ELSA - Miss E Gallagher  |                         |
| Miss G Barley (AP Tutor) | Miss Z Wilkinson (HLTA) |

## Curriculum Overview

|                       | English | Maths | Reading | Basic Skills | Science | Hums<br>1-Geog<br>1-History<br>1-RS | Food Tech | Art | PE | PD | Enrich |
|-----------------------|---------|-------|---------|--------------|---------|-------------------------------------|-----------|-----|----|----|--------|
| <b>Nurture Cohort</b> | 5       | 5     | 5       | 1            | 2       | 2*                                  | 2         | 2*  | 2  | 2  | 2      |



Within the daily timetable, pupils have access to 'check in' and 'check out' time to support pupils in their emotional and wellbeing needs. Additional support can be targeted throughout the school day via the class tutor or Pastoral/ELSA team.

Promotion of basic skills including daily core lessons: English, Maths, and Reading take place on a daily basis.

In addition to the 'Core curriculum' many pupils have access to intervention projects aimed at developing pupils' social and interaction skills. Additional projects typically take place, 'In the Community' to support pupils' sociability and independence. 'In the Community' units include: Community Play, Swimming, Forest Schools, Community Parks visits and Independent Travel training.

## Targeted support

Knowing and understanding the needs of our pupils' is at the heart of all that we do at Compass; reduced class sizes and a stable cohort ensures greater levels of support for our pupils. At all times, staff work in line with guidance received from pupils' Education, Health and Care Plans, pupil risk assessments and Provision Maps.



For some pupils, individual timetables are established to include 1-1 targeted interventions in key skills and to support pupils' therapeutic and wellbeing needs.

Interventions are typically implemented, as per provisions set out within section F of a child's Education, Health and Care Plan. The provision is closely overseen by the Academy's Vice Principal (VP), Miss H Lockyer and the designated SENCO, Mrs C Munro.

A large number of our pupils are supported by wider support services. As required, provision can be made for pupils to access this additional support.

## Referral Process

Referrals to our Nurture Provision are made by the Academy's Leadership team upon admission.

Nurture Group placements will only be considered for children who are underachieving or for social, emotional/communication difficulties.

This will include, but is not limited to:

- Children who are working significantly below age related expectations.
- Children who struggle in forming attachments with both adults and peers.
- Children who are withdrawn and who present with high levels of anxiety and vulnerabilities.
- Children whose recent history suggests that they are significantly disengaged from learning.
- Children whose EHCP/My Support Plan reflects a need for a smaller, quieter working environment.

A decision to refer a child from the main cohort of the school to the Nurture provision will be discussed with parents/ carers and relevant professionals. The balance of the group will need to be considered at all times. On each occasion, the health, safety and well-being of pupils currently in the Nurture Provision will be considered before new places are agreed

## **Pupil Assessment/Impact**

Over time, it is considered that pupils will develop a sense of belonging to the school which will impact upon pupils' overall wellbeing and ability to achieve academic success. The aim is for pupils to thrive in both their academic achievements and personal development so that they have the necessary skills to support them throughout life.

Pupils' knowledge, skills and understanding is measured through:

- development of basic skills
- tracking of topic based knowledge trackers
- pupil assessed work
- staff/professional observations

In addition, the holistic development of pupils is also measured through:

- increased attendance rates
- review of pupils' behaviour data/Motional outcomes.
- pupils' attitude towards learning
- pupil voice feedback
- parent/carer feedback
- review of progress towards pupils' EHCP outcomes.

## **Monitoring and Review**

The Nurture Group Rationale will be reviewed on an annual basis by the Vice Principal, Miss H Lockyer.

The Nurture Group Provision will be subject to the same Quality Assurance procedures as embedded across the Academy.

**Last Reviewed: June 2026**