



**Nurture Enhanced Learning Provision  
Teaching and Learning and Admissions Policy 2023-2024**

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## **Vision**

Equality and inclusion are at the heart of Oasis Academy Shortheath. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

The Academy's aim is to ensure that all its students achieve their full potential, regardless of differentiating needs. If a student has special educational needs or disability needs (SEND), the Academy will take every reasonable step to identify and meet them.

The nurture room provision is for children who are on an informal learning curriculum, with individual education plans, that require high level specialist support. It is a language rich environment where spoken language is consistently supported to enhance the children's understanding alongside visual supports.

The children will work on their bespoke personalised curriculum targets and be able to flourish in all areas of learning following their own pathway.

The aim of this provision is to ensure that the whole school community understand the rationale behind the provision and the end aims of the curriculum design. We strive for the children to attend full-time so they can develop their sense of belonging and security.

Through this style of learning, children will develop turn taking skills, reciprocal co-operation, social skills, joint attention, increased participation in adult directed activities, understand emotions and regulation strategies, develop independent skills following a visual structure of expectations and be able to participate in group structured activities. The staff will develop their high aspirations towards independent living skills including feeding, dressing, toileting and keeping themselves safe.

Within this provision, staff are the facilitators and enablers of the curriculum and understand that all forms of communication are accepted and nurtured.

## **Roles and responsibilities**

Children with significant and complex needs need a team of trained professionals around them to support them in making progress to achieve the best of their potential. In order to do this we create a team around the child, who all have different roles and responsibilities as listed below.

### **Class Teacher**

- Register the children in their class
- Liaise with the nurture team to keep up to date on their targets and progress
- Use appropriate adaptive strategies in class as per EHCP/SSP or ITPs or as advised by Nurture staff when children accessing mainstream provision
- Keep assessments up to date, with support from the Nurture staff
- Update SEND paperwork for the child
- Take part in meetings and EHCP /SSP/ ITP reviews for the child
- Host parents meetings for the child
- Work alongside other professionals to ensure the needs of the child are being met
- Read and understand the child's EHCP or SSP

### **Nurture staff**

- Feedback to class teachers to support with planning and assessment
- Read and understand the child's EHCP / SSP / ITP and ensure provision and resources are used effectively
- Read the planning for the week and ensure materials and activities are resourced
- Set up and facilitate learning in each of the Zones of the Nurture ELP
- Record learning on Showbie with comments in the appropriate Zone folder
- Work alongside other professionals to ensure the needs of the child are being met
- Keep assessments up to date and inform SENDCo for adaptive planning through responsive teaching

### **SENDCo**

- Plan and resource the zone areas weekly for nurture staff to facilitate
- Host meetings including SSPS /EHCP Annual Reviews and TACs
- Support with planning and assessment as needed develop a timetable alongside the Nurture Team to ensure all Provision listed is provided.
- Contact other professionals for further advice and support as required
- Provide or seek training for the Nurture Team as appropriate
- Monitor the effectiveness of provision through learning walks, deep dives and progress meetings
- Intimate care and positive handling plans
- Line manage the support staff

**DSL**

- Ensuring Intimate care policy and Positive handling policy are monitored and implemented effectively
- Oversee the provision and support for LAC children accessing the ELP
- Attend meetings and support parents as required

**Principal**

- Risk assessments for harmful behaviour and regulation plans

## **Planning, recording and assessments**

### **Planning**

The SENDCo will plan the four zoned areas based on regularly monitored outcome focus'. Following assessments on BOXALL profile outcomes, targets will be devised and strategies implemented through the four activities embedded in the Nurture vision outcomes.

Planning will be shared centrally for class teachers and Nurture staff to know what the children are working on to continue this support holistically.

### **Recording**

The Nurture team will record participation and evidence progress through Showbie images and comments in each of the four Zone areas.

### **Assessments**

The children who access the Nurture provision will need support in regulating emotions and managing adult direction and structure in the mainstream classroom.

In order to assess the effectiveness of the intervention, the Nurture team and class teachers will complete a half termly BOXALL profile to monitor the progress made.

The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes. It provides staff with insights and suggests points of entry into the child's world, allowing teachers to think about what lies behind their student's behaviour, and how to plan accordingly.

On completion, the scores of each individual student are compared to the standardised emotional literacy scores of children and young people of a similar age group.

Individualised, achievable targets for social and emotional aptitudes are then set for the student in the form of a personalised Individual Learning Plan.

The Nurture team will also use the Early years development matters to assess continuously and track engagement and participation.

EHCP / SSPs / ITPs will also be developed in each of the zone areas and progress recorded and evidence via Showbie.

## **Structure**

The Nurture ELP is split across different Zones. Each Zone has a specific focus to meet the vision of the provision and align with the children's individual learning needs and targets.

Each Zone has a designated staff member who is responsible for setting up, assessing, recording, and facilitating in this zone of play based learning.

The children have a structured timetable where the additional adult from the nurture room will move the groups of children around the carousel.

## **Nurture room**

The focus of this provision is to increase shared attention and adult led activities.

In this area of the provision, they will have;

- Focused table – Am- English PM – Phonics
- Maths table
- Reading area
- Continuous provision – small world

## **Sensory Circuit**

The focus of this provision is to develop children's physical, sensory and regulation needs.

In this area of the provision, they will have;

- Sensory circuit – alerting, organising and calming activities
- Tuff tray focusing on fine motor

## **Quad**

The focus of this provision is to develop the children's engagement with outdoor learning activities

In this area of the provision, they will have;

- Sand and water play
- Transient art
- Mud kitchen

## **Middle area**

The focus of this provision is to develop the children's social interaction and integration with peers.

In this area, they will have.

- Home corner

- Art area
- Construction
- Reading area

### **Playground**

The focus of this provision is to develop the children's gross motor skills.

In this area, they will have.

- Climbing frame
- Racetrack
- Bikes



## **Environment**

The Nurture Enhanced Learning Environment needs to be calming and not overwhelming for the children. The displays are neutral colours with plain borders in line with the whole school policy. There should be any clutter on the sides and all items must have a place.

Our organised environments that are clear and engaging for children, but also offer familiarity and order. Every area of learning is promoted through continuous provision.

Our Language rich environment should be apparent, with opportunities for children to talk, sing, dance and read. This includes, but is not limited to, reading corners, quiet spaces, puppets/story sacks, stages, role play areas.

Following the whole school inclusive learning environment policy, the environment checklist includes, but is not limited to:

- Visual timetable of their day
- Individual or group reward charts
- Task boards
- Models and scaffolds
- Zone of regulation board
- Labelled resources using widget symbols
- Organised environment to promote independence.
- Timers
- Learning journey display
- Low stimulus
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## **Nurture room**

The Nurture room is where adult-led focussed activities take place. Where possible, the adult led activity is linked to the core learning that is taking place in the reception classrooms. The Nurture room includes space for:

- Adult focused led activity
- Small World play
- Reading area
- Maths area

## **Sensory Circuit**

You will see sensory supporting equipment such as:

- bounce ball,
- peanut ball,
- space hopper,
- sensory floor tiles,
- trampette
- step Ups

- Wobble boards
- Line walking
- Finger mazes

Within the corridor there is the zones of regulation space and a tuff tray for children to complete fine motor activities.

Fine motor activities will include:

- Threading
- Beading
- Lacing
- Cutting
- Tweezing
- Mark Making
- Nuts and bolts.
- Peg boards
- Crunching paper
- Pegging

### **Quad**

The Quad is the Outdoor Learning classroom.

You will see:

- Sand Play including digging, building, brushing, sieving
- Water Play including tipping, pouring, transferring and small world water play
- Mud Kitchen Play including mixing, pouring, transferring, adding
- Large Scale construction including building, constructing, wheel barrowing
- Transient art including imaginative play and expression
- Tuff tray with outdoor phonics or maths skills
- Understanding of the world focus of the week e.g. light and dark, magnets, insects

### **Middle area**

The middle area is where children learn to socialise and interact with their peers during continuous provision activities. You will see:

- Construction
- Maths Tuff Tray
- Art
- Home corner that is enhanced throughout the year

- Reading area

### **Playground**

The playground is the area where children practise the development of their gross motor skills. You will see:

-Climbing

-Running

-Bikes

-Expressive arts stage

## **Admissions**

At Oasis Academy Shortheath, we believe that children should be able to learn and be successful in a happy and safe environment.

Our Nurture provision is our in-house enhanced learning provision (ELP) for children requiring a smaller nurturing environment focusing on individual learning outcomes.

It is not open to Local Authority consultation and is fully funded by the school.

The Nurture provision is an all-day provision.

## **Entry**

To be able to access the Nurture provision a child must meet all of the following criteria:

- Have an EHCP / SSPP or are on the pathway
- Whose main area of need is Communication and Interaction
- Require high level specialist support in a small group environment
- Require a highly differentiated curriculum that is developmentally appropriate
- Require a low arousal space
- Who are struggling to self-regulate and attend to activities in the main stream classroom
- Who need supporting with personal and self-help skills

## **Exit**

When children, with support, are able to regulate and being to attend to whole class learning they will access the wider school provision. They can respond to their name consistently and follow visual and physical prompts to areas around the school safely.

## **Assessment**

For this provision we will be measuring impact through:

- Early Years development matters document progression half-termly
- Assessing progress against their ITPs, EHCP or SSPs
- BOXALL assessment for SEMH targets



