



Pilgrim Primary Academy Nurture Policy - September 2025

Rationale

At Pilgrim Primary Academy we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child.

We recognise that some of our pupils are not always emotionally ready to learn when they come to Pilgrim Primary Academy and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group as part of the Targeted 3 funding model that has been allocated by the Local Authority for key pupils to support their social and emotional development alongside some complex SEND needs.

Aims

Targeted 3 funding model provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

We aim to:

- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupil, while keeping them in close contact with their base class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion to reduce fixed term and permanent exclusion.

Entry Criteria

The children have already been selected prior to the start of September 2025. The children are those who do not have an EHCP and further assessments and support is needed to identify if this is their next step.

The 10 children selected are those children from Y1 or Y2 who either need access to an adapted maths and phonics provision using the plan do review model or access to small group therapeutic support for their SEMH needs in the afternoon.

Children who have an EHCP can access the provision at any point if it is deemed appropriate to meet need but an extra adult needs to support.

When selecting the children we consider:

- Pupils who appear emotionally insecure – this may present as a lack of self-acceptance, low self-worth or a lack of trust.
- Pupils who are withdrawn and unresponsive.
- Pupils with poor social skills, who cannot share, are demanding or uncooperative.
- Pupils with a poor attention span.
- Pupils who demonstrate immature behaviour.
- Pupils who behave aggressively, impulsively or inappropriately in other ways.
- Pupils who find change upsetting.
- Pupils who appear unable to integrate into a mainstream classroom.

Assessment, Planning and Preparation

Prior to joining the group, all pupils are assessed using either the Boxall Profile, Phonic assessments, ELG tracker, blank level assessments and ready to progress documents for maths. From this, targets are developed by the Nurture Lead Practitioners, drawing on the information in the Boxall Profile and other baseline academic assessments.

Boxall Profile assessment will be completed prior to joining the provision and termly to monitor progress, identify areas for development and indicate reintegration. For this reason, targets will be reviewed regularly and adapted as required, dependent on the changing needs of the pupil.

The Nurture Lead Practitioners will plan targets to focus on and evaluate each week with the child.

This target will be familiar to the child and progress towards this target will be discussed at the end of each session. A copy of these targets will be sent to parents and discussed with them at meetings. If a child has an IEP these targets will be reflected in their plan of provision and will involve both Nurture practitioners as well as classroom teachers.

The Nurture Lead Practitioner is allocated one afternoon a week of PPA time. During this time, they will jointly plan for the following week, taking account of the pupils' progress so far towards their targets. Plans are annotated to show progress across the course of the week, using effective assessment for learning with the support and guidance of the SENCO.

As this is a local authority funded provision the Educational Psychologist will visit the group once a term as well as someone from Special Needs Outreach both will observe and support the children accessing the provision and provide guidance to the staff working with the children. The school will also receive peer support through Lyndsey Cooper Smith who is on hand to support with planning and resources etc.

Once a term, as a school we must report to the Local Authority to show the impact of the provision and progress the children have made. If at any point the children are still struggling within this highly adapted provision meetings will be conducted with both professionals and parents to discuss next steps.

A log of the child's behaviour using CPOMS will be kept throughout their time in the Nurture provision to facilitate comparisons.

A range of nurture-based strategies will be used to support the pupils in developing their social and emotional learning. These may be as follows:

- Through a puppet or soft toy, the pupils will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- During talking and listening times, particularly during snack, the pupils will be encouraged to speak relevantly and to wait for their turn, replying to and complimenting others.
- Games and role play will be used to demonstrate behaviours such as fidgeting, distracting and being distracted.
- Puppets, masks, posters and other prompts will be used to encourage the pupils to reflect on how they feel, and on how they can affect the feelings of others.
- The pupils will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the pupils and 'smilies' and stickers will be awarded to enable them to feel a sense of success.
- Reflection on the week's achievements regarding their targets will enable the pupils to monitor their own progress.

The Curriculum

The targeted 3 model provides a modified curriculum that is suited to the children's needs.

Maths and Phonics are still covered within the small hall in the morning through bespoke individual programmes and access to the plan do review approach.

In the afternoon the children will access a therapeutic provision that builds up the children's confidence and makes learning appealing and exciting to rebuild those pathways to make successful learners. The children will also have opportunities to practice their social skills this will be carried out in 2 groups 1-2pm, 2-3pm.

Activities such as team building activities, art/crafts, science, cooking, environmental art therapy/forest school, gardening and social Life skills are covered.

Each activity is serving a clear purpose with the aim to boost a child's self-esteem and sense of identity. The children also learn the skills to support their emotional development.

Every day we also provide a family snack time where we all sit down together and share a snack.

This time together builds up our nurturing ethos and is a time for calm and coming together, sharing food and drink is a satisfying experience for the children, moreover, sitting together gives us the opportunity to talk in a relaxed and calm manner in which some children don't have that opportunity elsewhere.

All activities are aimed to boost a child's self-esteem and sense of identity and increase gradually in terms of difficulty, helping to create an upward spiral of success.

Day to Day Operation

At present the Nurture Provision operates from 9.00 – 11.30pm every morning in the small hall for those children needing a bespoke and adapted Maths and Phonics provision. Pupils are either collected or returned by the class teaching assistant at the times agreed. The children return to their mainstream classroom between 10.00-10.30 where they will join their peers for snack and playtime. To ensure that social behaviours are effectively modelled, the Nurture Group is always staffed by at least two members of staff, with the option of any children with an EHCP joining the group with their allocated adult. The Inclusion Team here at Pilgrim support the Nurture Practitioners when needed with speech and language programmes, tis, therapeutic programmes etc.

In the afternoon there will be 2 therapeutic sessions for up to 5 children. The sessions will run between 1-2pm and 2-3pm. These sessions will incorporate the gaps that have been identified on the children's Boxall Profiles. These sessions will be run either in Base 2, therapeutic room or outside and will be led by 2 practitioners. Again, the practitioners will collect the children and return them to their classes at the end of each session.

Monitoring and Review

The progress of the individual pupils will be measured through the termly review of the Boxall Profile and IEP targets. This will be reviewed in conjunction with their general assessment data - O track tiling/Reading Bands/RWI assessments etc.

Targets will link to IEP and be reviewed as part of the assessment cycle. These will be reviewed every half term with class teachers to ensure there is an agreed plan when children are able to join their class at various times in the week.

The Nurture Provision will be subject to regular monitoring in line with the SLT monitoring schedule.

Reintegration Process

With the support of the local authority at any point in time we believe a child is ready to transition back to the mainstream class an enhanced transition plan will be put in place with the support of both professionals and parents.

Risk Assessments

Any pupil who is identified to attend the Nurture Provision, who has previously exhibited physically violent or aggressive behaviour, will have a risk assessment put into place. All staff and the pupil's parents will be informed of the risk assessment which will identify a range of de-escalation techniques.

