

Statement of Intent - North East Derbyshire Support Centre Key Stage 2 Barrow Hill Site



Intent:

- To specifically focus on helping young people to build core social skills and regulate their behaviour.

Implementation:

- A nurture curriculum, based upon the principles of play, communication, and social development
- Underpinned by the work of Boxall and using the Boxall profile to inform the stages of development for individual pupils
- Through structured activities that promote the opportunity for pupils to address all areas of their developmental needs.

Impact:

- Pupils are successfully reintegrated into their mainstream school
 - Pupils regulate their behaviour, avoiding permanent exclusion
 - Pupils can talk about, and seek help with, their own needs, including their mental health and wellbeing
 - The strategies used by our academy become practice in the mainstream school where they have been successful in improving the outcomes of the pupil
 - Or evidence is used from our intervention package to support with an EHCP application for further support for the mainstream school or a special school place.
-

What We Do

The Nurture programme is a 6-month dual-registered placement for primary aged pupils at risk of permanent exclusion. We follow the principles and practice of a nurture group by creating a warm, welcoming, secure, predictable environment. We offer a placement for a maximum of 26 weeks or two Derbyshire terms from the date of entry. The placement is offered as either an AM or PM placement Monday to Thursday. This means that the pupil is spending more than half of their week in their mainstream school whilst engaging in our intervention programme. Pupils are collected by taxi and the AM group are returned to their school for the afternoon whilst the Pm group are returned home. Transport is commissioned by Derbyshire County Council Specialised Needs Transport Services. Pupils have a chaperone and DCC assure safer recruitment and the DBS process for the transport staff.

Pupils arrive at our academy with a wide range of different needs and abilities. They have all found it difficult to participate or enjoy mainstream school, which has led to their school applying for our intervention package to support in building social and emotional skill. Pupils experience a wide variety of experiences and activities that are specifically designed to build the social and emotional skills that are necessary in order for pupils to meet the full range of different challenges that mainstream primary education presents. Our curriculum is structured and timetabled to that pupils are able to predict what will happen during their morning or afternoon, to reduce anxiety and encourage engagement.

- Breakfast or Lunch
- Work and Make
- Independent Task

- Group Task
- Outdoor Play
- Story Time
- Circle Time
- Reflection and Rewards

The curriculum is underpinned by the information we receive from schools via:

- The Pupil Information Pack (PiP) and Commissioning Agreement
- The Boxall profile and Thrive assessment
- The Education, Health and Care Plan, Graduated Response documents and/or other relevant documentation

This is coupled with the information we gather ourselves during the first six weeks of the placement which we use to create our own Boxall profile and Thrive assessment. This allows us to identify the different skills that we aim to develop in order for the pupil to access an enriched mainstream curriculum.

The skills can be summarised up in pupil friendly language as follows:

- Taking pride in your work
- Making friends
- Playing together
- Sharing
- Being kind
- Independence
- Taking responsibility
- Coping mentally with not winning in a game
- Listening to others and not interrupting
- Managing a bad mood
- Enjoying school
- Letting others help

Our Staff Team

We have our Assistant Headteacher Melanie Stevenson, our KS2 Nurture Teacher, and our two Specialist Teaching and Learning Assistants Mandy Wilson and Jackie Keeton. Mandy Wilson is our First Aider.

Supporting our team is the Deputy Headteacher David Marlow (SENDCo) and the Headteacher Janine Dix. Working across our sites is Olivia Leaney, Safeguarding Lead and Attendance Officer. We are also supported by Rachel Hopkinson from the Esteems MAT Family and Student Support Team (FASST.)

Our Awesome Day

Breakfast / Lunch

We begin each session with a meal around the table, where the pupils are encouraged to eat together, communicate with each other and staff, and build their social skills. This is also an opportunity for our staff to assess the emotional regulation of each pupil and their readiness to engage in the tasks of the day.

Work and Make

'Work and Make' is our most school-like part of the session, where the pupils are expected to engage in either Arts & Crafts or Cooking. This part of the day lasts for 30 minutes, and pupils aim to engage for the full amount of time. The purpose of this task is for pupils to follow instructions and listen. The staff team aim to incorporate a range of activities to develop fine- and gross-motor skills. Pupils will also be able to use a wide range of

materials, both traditional and non-traditional, to create artwork that will be displayed across the site or taken home to show family and friends. The activities are usually based on a theme which can last between 2 and 6 weeks. One project is called 'Who Am I?' in which they will explore their sense of identity and self.

Independent Task

For their independent task, the pupil will be allocated a toy, game or playset to engage with, also for 30 minutes. The aim is for pupils to be able to follow instructions and complete a given task, while playing independently alongside their peers. This task is set according to a rota so pupils can see for themselves which task they will have on which day. We have a large selection of toys, games and playsets that cover a range of interests and abilities, from Lego and Playmobil, to Magformers and construction kits, to playdough and our sand table. Our games and toys selected are linked to developmental age rather than chronological age, ensuring pupils are able to succeed. The activities all develop a variety of different fine motor skills and an ability to follow written instructions, interpret diagrams and solve problems.

Group Task

During the group task, pupils play competitively in groups of 2-4 with staff. This may be a board game, a jigsaw puzzle or even a game of Boccia. The aim here is to be able to play against their peers while maintaining friendships and being able to lose with a smile. For many pupils, saying a sincere 'Well done' to another pupil can be challenging, and it is a skill we develop throughout their placement. This activity also developed their resilience and ability to keep trying and accept that not everyone can win every time and to celebrate the success of others.

Outdoor Play

Play time, especially outdoors, is vital to the mental and physical health and wellbeing of the pupils. We have outdoor play equipment such as footballs, cricket bats, skipping ropes, hoops and bean bags to support their play, as well as a wonderful, newly installed play gym which includes a small climbing wall. This activity supports development of motor skills and hand eye coordination.

Story Time

Story time is well received and pupils benefit from hearing a story being read to them by their teacher. Other staff members model positive behaviour and listening skills, as all staff and pupils sit together to hear the day's story. The theme of the story will be linked to the current project theme for 'Work and Make'; for example, during Halloween, one of the books selected will be 'Funny Bones' by Janet and Allen Ahlberg. After the reading of the story, pupils are able to engage in an informal book-talk, discussing the themes, emotions and motifs represented in the story.

Circle Time

Circle time is a popular activity as part of the nurture group curriculum in any Primary setting. Circle time promotes the development of communication skills and provides many opportunities for language that can be embedded in discussion, singing, or listening. Every pupil, regardless of ability, can experience a feeling of belonging to the group during circle time. It can be of special benefit to children who struggle with communication, or who feel shy in a group setting. When children have opportunities to share their thoughts and ideas in a safe, encouraging environment, they begin to learn that they are valued, capable, and important members of the group. In a well-planned circle time, children also get to know one another, each other's families, feelings, and ideas. This community knowledge helps children feel a part of the group. Circle time can also be used in a more practical way, to plan for the day's activities or reflect on what has already been done. Furthermore, circle time can be used as an emotional literacy tool, for example discussing incidents that happened in the playground or discussing friendship issues. Circle time puts personal, social and emotional development where it belongs, at the heart of everything we do with our pupils.

Reflection and Rewards

At the end of the session, pupils are encouraged to reflect on how well they feel they have met their targets for the day. These are comprised of the four whole-academy targets below, plus their individual, personalised target based on their Boxall profile:

1. Follow your timetable
2. Have a positive manner and attitude
3. Engage in learning and complete my tasks
4. Respect others and site

In discussion with staff, pupils can grade themselves as having 'Fully Achieved' (3) the target, 'Almost Achieved' (2) the target, 'Attempted' (1) to reach the target or 'Not Met' (0) the target. Behaviour scores combined with their attendance leads to the awarding of weekly and half-termly rewards. These can range from a postcard home, a certificate, a lucky dip in the Golden Basket, or even a trip off-site.

Monitoring and Evaluating Progress

We believe that close communication between our academy, the commissioning mainstream school and parents/carers is a significant part of how we work to reduce the risk of exclusion. We ask for school and home to commit to a daily sharing of good news using our good news email account as part of the placement: barrowhillgoodnews@gmail.com. This helps share our vision of school being a place where pupils can succeed, which we believe to be essential if pupils are to feel like a part of their school community. The good news is shared daily which creates a platform for promoting school, building confidence and giving pupils clear examples of how to be successful.

We promote pupil voice on a daily basis and ensure that every three weeks, or twice per half term, pupils will have a 1:1 Key Worker session with a member of our team. These are a chance for us to 'check in' with the pupil and allow them to share with us how their placement is progressing. Pupils are encouraged to reflect on their attendance, their behaviours, the positives that they are experiencing, and any worries that they have. It is also an opportunity for pupils to look through photographs taken of them playing and working, to share with us what they have learned and enjoyed the most.

We commit to six-weekly review meetings with school and home. These meetings are an opportunity to tailor the curriculum to the needs of the pupil by identifying specific targets, as well as celebrating successes, discussing challenges and making sure that all stake holders have a shared perspective on how the placement is progressing. Should any concerns arise, these can be addressed swiftly with all involved.

End of Placement

At the end of the placement, we assess progress by completing another Boxall profile and asking the mainstream school to do the same. This information is collated into a final report which demonstrates the effectiveness of the placement as well as providing important information for schools to use when applying for GRIP funding or an EHCP. The report also includes data related to the pupil's attendance over the placement and their behaviour scores.

We aim to embed strategies used by our academy in the pupil's commissioning mainstream school, where they have been successful in improving the outcomes of the pupil. This will be established at a reintegration meeting with the mainstream school before the end of the placement.

Parents/carers are invited to complete a questionnaire to help us evaluate the success of the placement and determine areas for improvement, as well as the mainstream school.

Contact Us

To contact us at North East Derbyshire Support Centre Key Stage 2 Barrow Hill site, please email melanie.stevenson@nedsc.derbyshire.sc.uk or telephone 01246 936580.

A handwritten signature in black ink, appearing to read 'Melanie Stevenson', written in a cursive style.

Melanie Stevenson
Assistant Headteacher
North-East Derbyshire Support Centre