

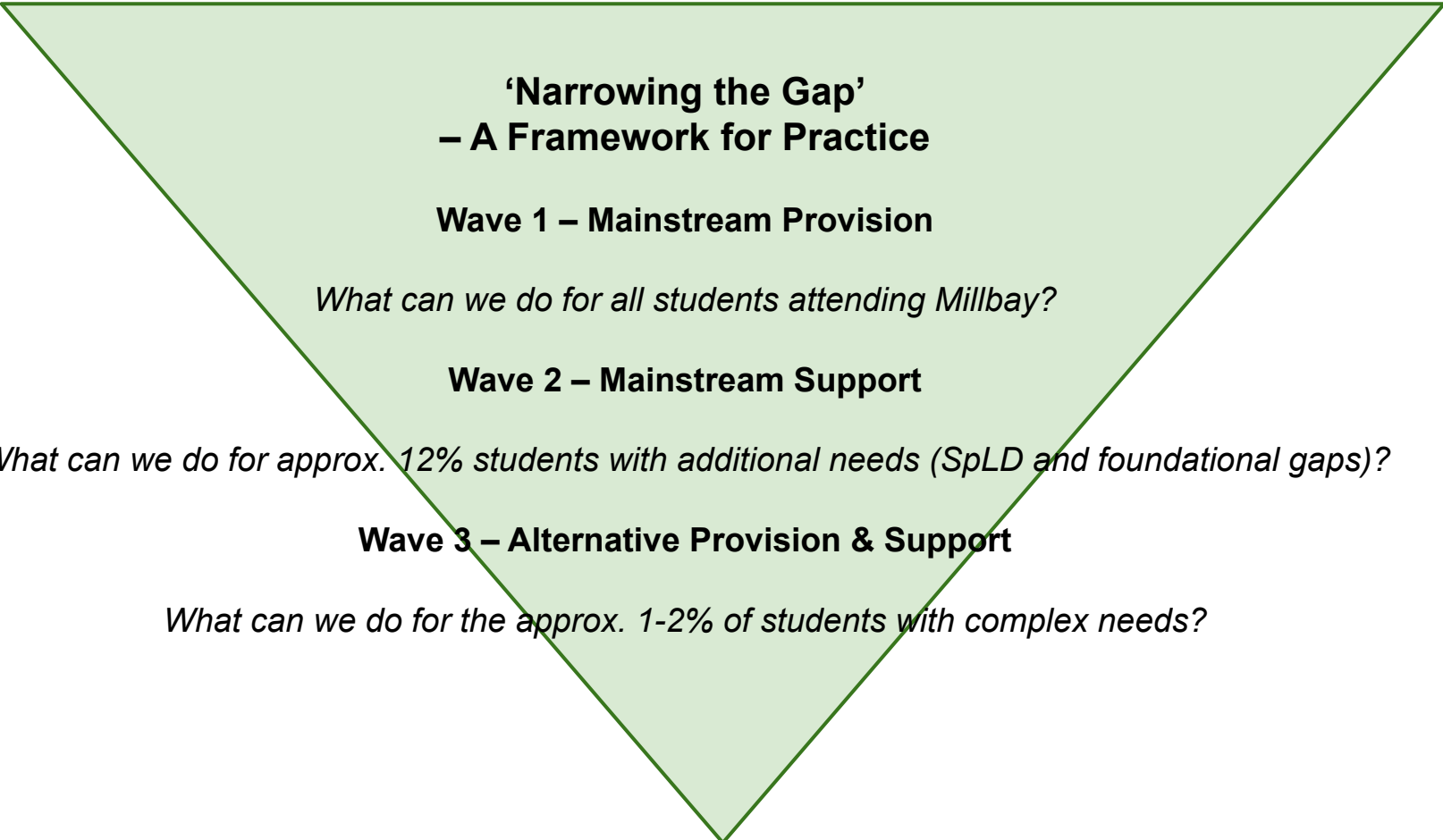


## Nurture provision proposal

Allison Cooper-Hall

# 'An Amazingly Messy School'

<b>Well Below Average</b> "The Unteachables"	<b>Below Average</b> "The Silents and Louds"	<b>Slightly Below Average</b> "The Hand Ups"	<b>Average</b> "The Unknowns"	<b>Above Average</b> "The Pleasures"
<b>Students without the core skills – academic, social, emotional – to hold a stable placement within a mainstream curriculum. Students who are locked in a pattern of actively resisting and subverting the learning process.</b>	<b>Students who are regularly failing to meet expectations. Students who struggle to access much of the content of a typical lesson. Students who start to withdraw from the learning process and/or start to resist.</b>	<b>Students who often need temporary additional support to fully meet expectations. Students whose progress and approach can sometimes be distracted by negative peer relationships, family issues, absence etc.</b>	<b>Students who have a generally positive approach and generally meet expectations under day-to-day teaching – only failing to do so due to an absence, temporary complacency etc.</b>	<b>Students who routinely meet and exceed progress expectations. Students who have a positive, dedicated approach to learning. Students typically described as "a pleasure to teach."</b>



**‘Narrowing the Gap’  
– A Framework for Practice**

**Wave 1 – Mainstream Provision**

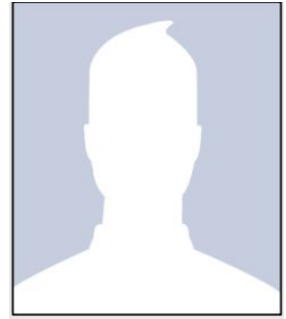
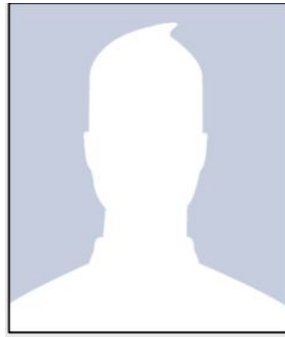
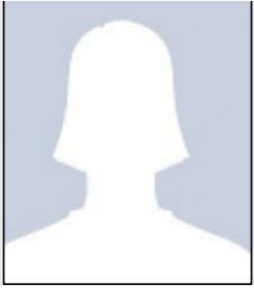
*What can we do for all students attending Millbay?*

**Wave 2 – Mainstream Support**

*What can we do for approx. 12% students with additional needs (SpLD and foundational gaps)?*

**Wave 3 – Alternative Provision & Support**

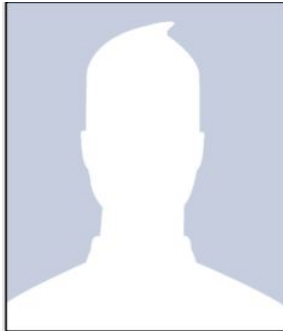
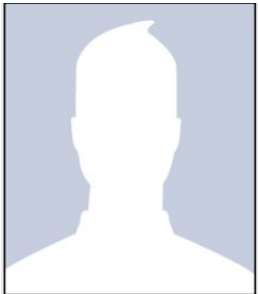
*What can we do for the approx. 1-2% of students with complex needs?*



## **The Emerging Challenge – Y6/Y7**

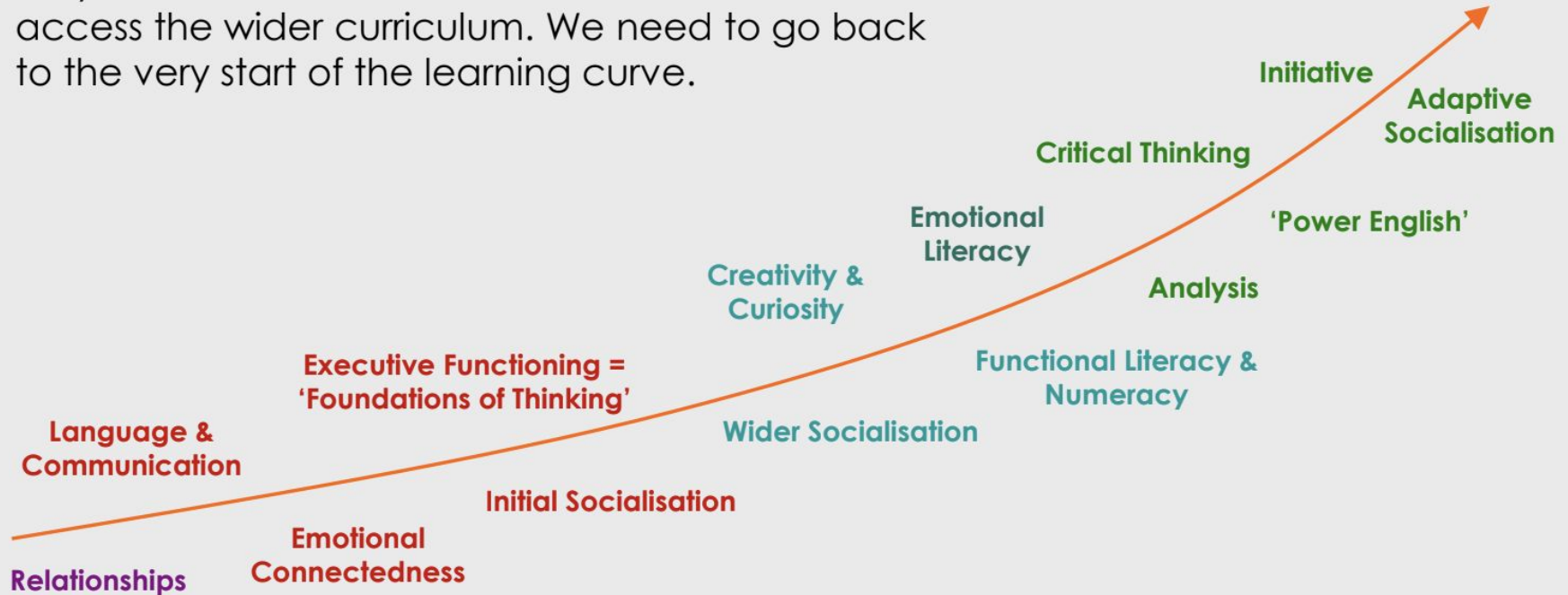
A minority of our students present with multiple additional needs.

These students have complex difficulties. There is no quick fix.



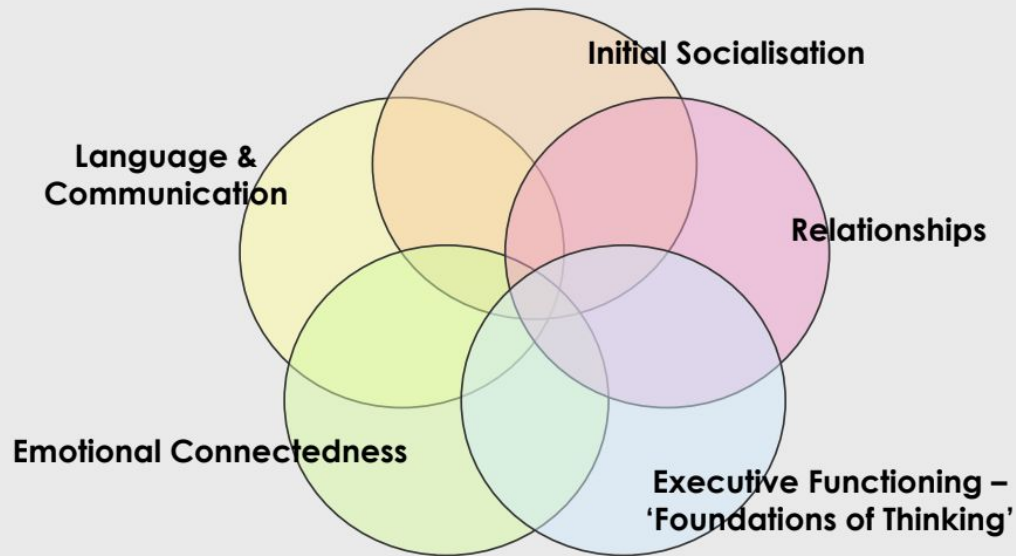
# Behind the Behind

For some students in our school, they have not fully developed the prerequisite areas to a level which they can then use to master core skills, and in turn, access the wider curriculum. We need to go back to the very start of the learning curve.



# Learning to Learn

There are five key prerequisite areas that our students need to have developed functionality in – through their family and home setting - before they can survive and thrive in the conventional school setting.



If they don't have these, then our responsibility is to develop them.

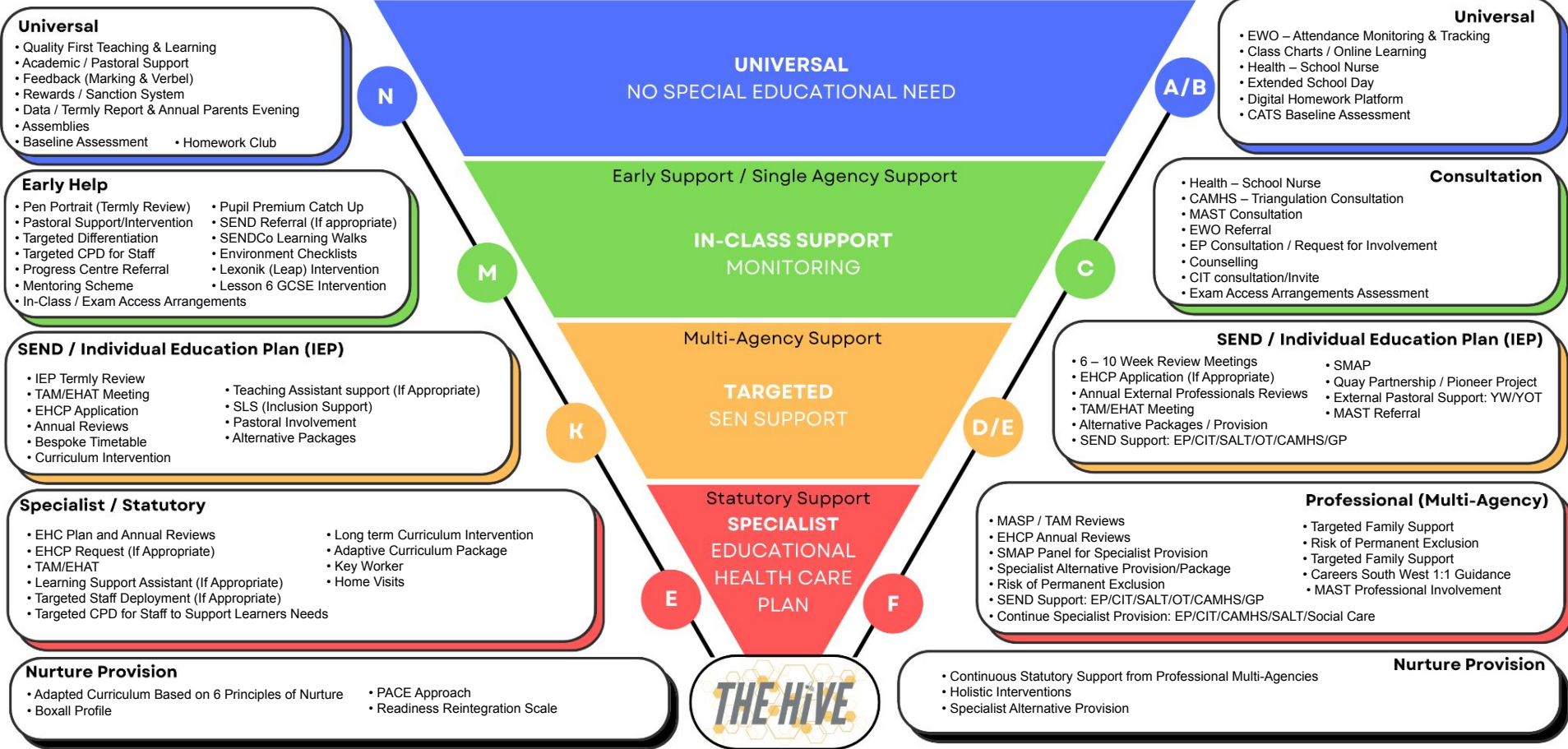
Learning Together, Achieving Excellence

INTERNAL

CODE

BAND

EXTERNAL





# THE HIVE

*Meeting the needs of our pupils  
through Nurture provision*

*To nurture means to care for and protect something or someone while it is growing.*

What does nurture do?

- Helps us to develop our **social** and **emotional skills**
- Supports us as we grow
- Builds our **resilience** and makes us **feel better** about ourselves

A Nurture Group is about **readiness for learning**. It is about **Stage not Age**.



# Rationale

At Millbay Academy, we believe that to enable our children 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 children are not always emotionally ready to learn when they come to Millbay and require an increased level of support for them to access the wider curriculum. For this reason, we offer The Hive provision for key children in KS3 to support their social and emotional development alongside academic development.



# Our Context



- Socially and economically deprived community
- 553 pupils on roll
- FSM 192
- SEN register 126
- EAL 95
- Pupil premium 226
- Average of 70 students each week in removal (L4)
- 25% of sen students in removal (L4) per week
- 25% of EAL students in removal (L4) per week



# Intent

The Hive provides an *adapted* curriculum in an environment based on the **six principles of nurture** which are as follows:

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



## Implementation:



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 meet the emotional, social and intellectual needs of each child.

Support children 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.

Ensure that all children meet their academic potential through small group interventions.

## Assessment, Planning and Preparation



Prior to joining the group, all children are assessed using the *Boxall Profile*. From this, outcomes are developed by The Hive team and SENDCo drawing on the information in the Boxall Profile as well as experience of the child's behaviour. 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, outcomes will be reviewed termly and adapted as required, dependent on the changing needs of the pupil. The Hive team will plan outcomes to evaluate regularly with the child. This target will be familiar to the child. A copy of these outcomes will be sent termly to parents and discussed with them at meetings. A log of the child's behaviour will be kept throughout their time in The Hive to facilitate comparisons and identify the antecedents. The purpose of this is to help children develop strategies to manage their behaviours within The Hive and transfer these skills across the setting.

# Environment

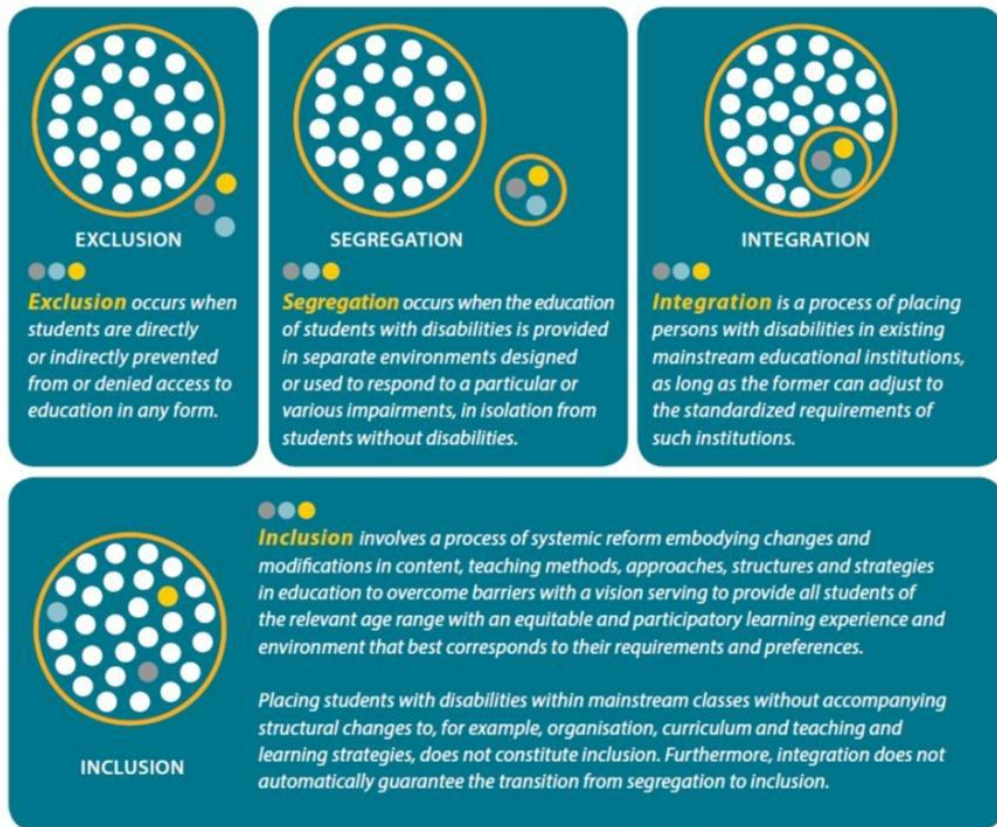
They must feel safe within the environment – it needs to be predictable and reliable.  
We try to achieve this through:

- Utilising ‘good’ autism practice
- Providing a “who is board” pictures of staff
- Giving the pupil a space which they can personalise
- Limiting the demands when a pupil is anxious
- Giving achievable targets



# What is inclusion?

Educational environments for students with disabilities range from a complete denial of formal educational services to equal participation in all aspects of the education system. For this paper, we describe the educational experiences of students with disabilities using the following four categories:



# GROWTH MINDSET & INCLUSION

@kwierski2



INSTEAD OF THINKING...  
(FIXED MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.



TRY THINKING...  
(GROWTH MINDSET)

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?



WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT  
IN WHICH IT GROWS, NOT THE FLOWER.

Alex Den Heijer



“INCLUSION IS NOT  
BRINGING PEOPLE INTO  
WHAT ALREADY EXISTS; IT  
IS MAKING A NEW SPACE,  
A BETTER SPACE FOR  
EVERYONE.”

– *George Dei*



# Praise is a powerful tool that parents/ Carers can use to encourage **POSITIVE** behaviours

Sometimes, a good **BEHAVIOUR** can be as simple as the absence of an unwanted behaviour  
"Thank you for playing nicely with your brother."

**CONSISTENCY**  
praising your child once won't instantly improve their behaviour. Giving praise regularly is the key

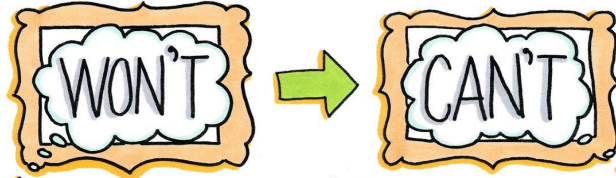
**PRAISE EFFORT,  
NOT OUTCOME**  
"You might not have got the result you wanted, I am super proud of how hard you tried"

When kids don't get positive attention, they'll often settle for negative attention. If an unwanted behaviour isn't dangerous or destructive, try ignoring it. After the unwanted behaviour has stopped, wait a few moments, and **PRAISE** your child for something good they are doing.

**SMALL STEPS**  
Instead of waiting for your child to follow the rules all day, praise them when they follow the rules for 15 minutes.  
"Thank you for remembering to tidy your bedroom without me having to remind you"

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

# What is INTEROCEPTION?

**Interoception** is a sense that allows us to notice internal body signals like a growling stomach, racing heart, tense muscles or full bladder. When we notice these body signals our brain uses them as clues to our emotions.

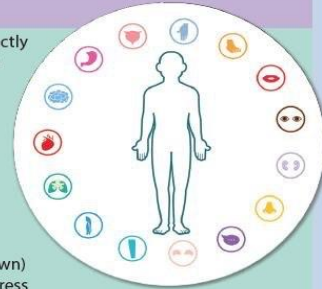
Interoception helps us to feel many important emotions including:

Hunger	Pain	Sleepiness	Anxiety	Calm
Fullness	Illness	Need for Bathroom	Distraction	Boredom
Thirst	Body Temperature	Anger	Focus	Sadness

## Differences in Interoception

are very common and can lead to challenges in identifying exactly how one feels. Common signs of interoception differences can include **difficulty** with one or more of the following:

- Recognizing when hungry, full or thirsty
- Toilet training (daytime and/or night time)
- Identifying when sleepy
- Overly sensitive or not sensitive enough to pain
- Pinpointing symptoms of illness
- Identifying emotions in self
- Identifying emotions in others
- Recognizing building signs of distress (before a full meltdown)
- Independently using coping strategies during times of distress



## Can interoception be improved?

**The good news is YES!** Research shows that interoception can be improved. There are many easy strategies that can be incorporated into your daily routines that can improve your child's interoception.

### Strategies

- 1) Use **'Interoception Talk'**: Label the way your various body parts feel during daily activities (e.g. "My hand feels warm when you hold it; My cheek feels wet when you kiss it; My breathing feels fast when I run with you").
- 2) Encourage your child's **'Interoception Attention'**: Encourage your child to notice how various body parts feel during daily activities (e.g. "How do your hands feel when you are holding a glass of ice water?; How do your eyes feel at bedtime?; Look at the goosebumps on your skin; Put your hand on your chest and feel your heart beating fast?").

For more information and free resources visit [www.kelly-mahler.com](http://www.kelly-mahler.com).

For even more free information join the Facebook Group **Interoception: The Eighth Sensory System**

Springfields  
Academy



Example of space  
required and learning  
areas.





**What will help me when I feel I am in need of the Time Out Area?**

Close my eyes

Stretch and stand

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**What will help me when I am ready to be in the Get Going Area?**

Focus

Drink water

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**What will help me when I am in the Tense Red Area?**

Move places

Listen to music

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**What will help me when I am in the Wary Yellow Area?**

Count back from ten in my head

Breathe deeply

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# Zones of Regulation



# Curriculum

- Highly personalised and functional skills based curriculum to help prepare them for their future lives as young adults in the community.
- Within weekly timetable opportunities to develop and apply their problem solving and academic skills – purposeful trips to the supermarket etc. carefully planned to work on particular skills
- Strong age appropriate focus on PSHE and SRE including e-safety and careers. .
- Physical and sensory time daily – whole class/small group/individuals.
- Predicable timetable



The curriculum is personalised to each individual, and all subjects areas are covered to expose all pupils to a broad and balanced curriculum.

We ensure that our pupils are receiving the best possible support through a high adult to children ratio, and the following methods:

### **Group Work/Input**

We cover three key subject areas with targeted lesson inputs; English, Mathematics and project based learning. Within these sessions, we aim to target individual needs to ensure that children are being pushed to their full potential. We also encourage pupils to participate in group activities such as games and directed play to encourage building positive relationships with their peers.

### **Interventions**

Each child will have daily interventions that are on a 1:1 or 1:2 basis. These will be linked to the individual child's needs and will cover cognitive learning and the development of communication and interaction skills. There will be a mixture of 'set' interventions, where children will work in a smaller, quieter part of the classroom on their targets, and 'roaming' interventions, where an adult will support children as they interact with activities set out in the main classroom.

## **'Must Do' Tasks**

Each day, we set up activities that are 'must do' tasks. These are made up of specific learning activities (linked to a lesson input) and a combination of creative, mark-making or fine motor tasks.

## **Individual Education Plans (IEPs)**

Each child will have an IEP with specific targets relating to their specific needs which will be written in consultation with parents and any specialists involved in the child's care and development. These targets will be reviewed half termly.

## **Forest Schools**

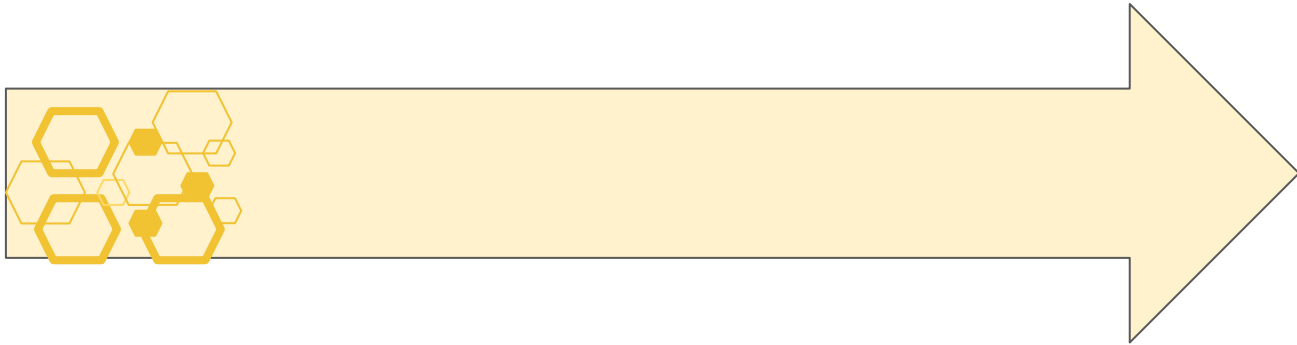
Children in The Hive will have regular Forest Schools sessions, where they are able to explore their wider surroundings and take part in activities linked to the learning in the classroom. Children are able to develop valuable skills through this and enjoy being outdoors. We aim to incorporate fine motor challenges, literacy/mathematics links and life skills into these sessions.

The Hive will focus on the core challenges that lies in developmental trauma, attachment and sensory processing difficulties which all of our learners have experienced. These include problems with managing uncertainty and change, social interaction and understanding and managing emotions. At The Hive the curriculum involves academic learning but our first priority is to work on these cores difficulties rather than just compensating for, or working around them. We achieve this using a relational approach, promoting connection and co-regulation which is strongly influenced by the principles, thinking and research behind the PACE and DDP models.



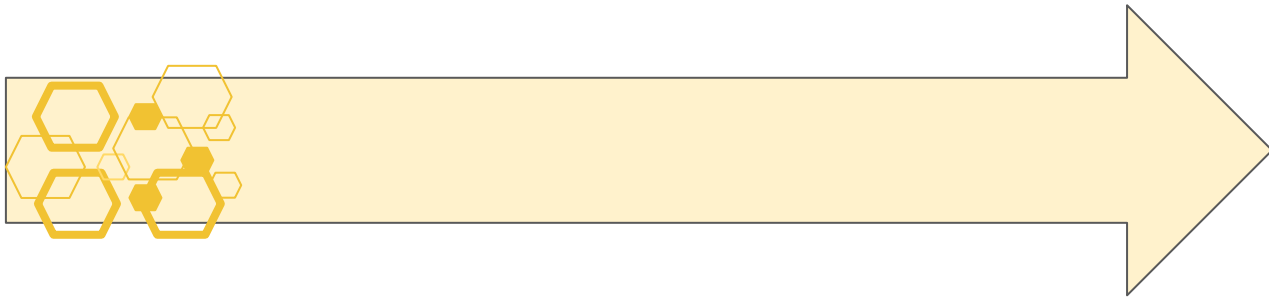
# Transition phase

In this phase learners are gradually integrated into the school and the main aim is to enable them to feel safe and secure in a learning environment. Therapeutic and teaching staff work closely with learners to establish emotional needs and gain a sense of where the learner is academically.



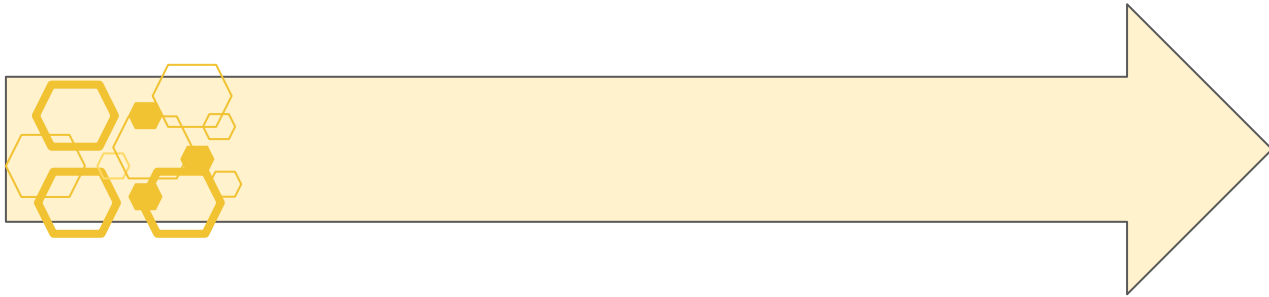
# Phase 1

PSHE, immersive play, spontaneous learning opportunities and other developmentally appropriate activity occur alongside adapted learning activities which encourage physical and sensory regulation development. Themes and therapeutic activities are the primary focus, blended with academic outcomes and learning is chunked with regular sensory breaks.



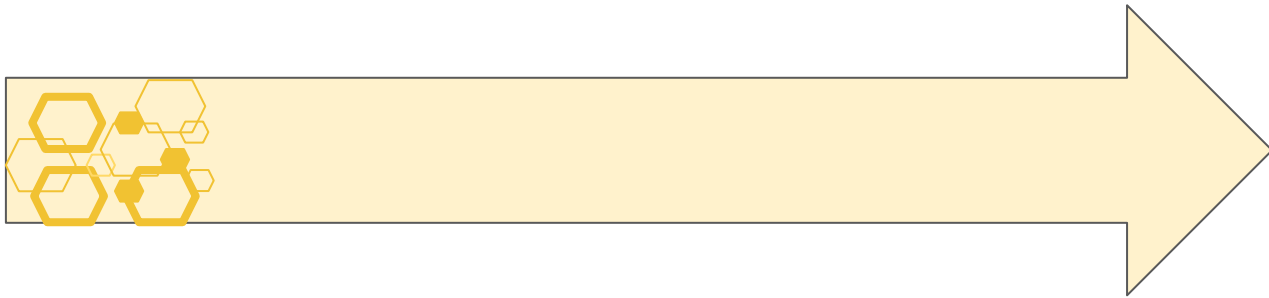
## Phase 2

Learners are met where they are developmentally and engage in a variety of activities with PSHE and relationships at the core. More formal highly scaffolded learning opportunities are delivered depending on the academic and emotional needs of the learners. Learning is discrete in Maths, English and PSHE and the remainder of the learning is typically centred around themes.



## Phase 3

Learners will access the NC as appropriate, typically adapted and accessed at the academic level of the learner rather than chronological age. PSHE and emotional development remain the pivotal approach. Learners may access more formal qualification such as GCSEs, Asdan Qualifications and Functional Skills as appropriate to their needs and ability.



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

Through a puppet or soft toy, the children 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 breakfast, the children 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 children to reflect on how they feel, and on how they can affect the feelings of others.

The children 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 children and merits will be awarded to enable them to feel a sense of success.

## Physical Intervention

Any pupil who is identified to The Hive who has previously exhibited physically violent or aggressive behaviour, will have a personal handling plan put into place. All staff and the pupil's parents will be informed of the personal handling plan which will identify a range of de-escalation techniques.

In the event of such behaviour, physical intervention would be used as a last resort, in line with The Physical Contact Policy. A record of any such intervention would be kept, using the appropriate form.



# Assessment and evidence cycling

- 1) Students will be initially referred by staff via the referral form and through consultation with - Pastoral - SEND
- 2) Observations will be conducted by Nurture Group staff and a brief research into family background – an analysis of this will trigger referral to the Nurture Group
- 3) Questionnaires could also be completed by parents / carers, the students and any other relevant parties
- 4) A Boxall Profile will then be completed – with support from Nurture Group staff – before starting the programme → this will inform the IEP
- 5) The Boxall Profile can then be completed mid-programme and at the end of the programme to measure progress. This can be used alongside other attainment tracking.

# IMPACT

The Hive aims to deliver outcomes that demonstrate, over time:

- Improved self - regulation (managing own emotions and behaviour)
- Improvement in coping with uncertainty and change (decreasing anxiety)
- Increased ability to make and sustain meaningful reciprocal relationships.
- Increased independence.
- Improved quality of life with reduced stress for learners and their families.



# Curriculum coverage

Linguistic	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic/ Creative
<ul style="list-style-type: none"> <li>-English</li> <li>-OTTER</li> <li>-Functional Skills L1/2</li> <li>-Silver stories</li> <li>-Drama (impromptu)</li> </ul>	<ul style="list-style-type: none"> <li>-Maths</li> <li>-Functional Skills L1/2</li> <li>-Money Matters (PSHE)</li> <li>-Functional Skills</li> <li>-Life skills-shopping</li> </ul>	<ul style="list-style-type: none"> <li>-Science</li> <li>-Forest School</li> <li>-Farm</li> </ul>	<ul style="list-style-type: none"> <li>-Cooking</li> <li>-Word processing</li> <li>-Employability</li> <li>-Coding programmes (some learners)</li> </ul>	<ul style="list-style-type: none"> <li>-Geography</li> <li>-History</li> <li>-Employability</li> </ul>	<ul style="list-style-type: none"> <li>-PE (Individualised )</li> <li>-Forest School</li> <li>-Walks</li> <li>-Park</li> <li>-Supported play/ active time</li> <li>-Occupational Therapy</li> </ul>	<ul style="list-style-type: none"> <li>-Art</li> <li>-Cooking</li> <li>-DT</li> <li>-Music</li> <li>-Drama (Spontaneous)</li> </ul>

Qualifications and Accreditation	PSHE	Therapy	Futures/ Work related learning
<ul style="list-style-type: none"> <li>-GCSEs where appropriate</li> <li>-AQA Functional Skills Maths (L1/2)</li> <li>-AQA Functional Skills English (L1/1)</li> <li>-ASDAN Personal and Social Effectiveness</li> <li>-ASDAN Personal and Social Development</li> <li>-ASDAN Employability</li> <li>-ASDAN Lifeskills Challenge</li> </ul>	<ul style="list-style-type: none"> <li>- PSHE lessons</li> <li>- Careers</li> <li>-RSE</li> <li>-off site visits eg Aztec Outdoor, Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist Sensory Occupational Therapist</li> <li>- Lego therapy</li> <li>- Group therapy</li> <li>-Drawing and talking</li> <li>-Music</li> <li>-Supported play opportunities</li> </ul>	<ul style="list-style-type: none"> <li>-Work experience-organised as and when appropriate and accessible.</li> <li>- Vocational placements eg Leapgate Farm</li> <li>-Games developing cooperation</li> <li>-Careers</li> </ul>

*Investing in a more gradual integration into secondary school produced better GCSE outcomes and pathways to post-16 provision.*

*McSherry Readiness Reintegration Scale.*

## **Self management of behaviour**

- Can accept discipline without argument or sulking
- Can settle down quietly and appropriately
- Does not leave the room without permission
- Shows self-discipline when others try to encourage distraction
- Uses appropriate language
- Uses language at an appropriate volume
- Does not seek confrontation

## Self and others

- Can behave appropriately in the classroom
- Can accept that teacher time needs to be shared
- Can ask a question and wait for the answer
- Can take turns in 'question and answer' situations
- Communicates in an appropriate manner
- Is able to work in a team
- Can speak to people politely

## **Self awareness and confidence**

- Can ask for help
- Can accept responsibility for actions
- Can acknowledge own problems
- Can risk failure
- Has a positive outlook

## Learning skills

- Does not get up and wander around
- Does not get impatient if help is not immediately forthcoming
- Will try to start a task on their own
- Generally cares about the work being done
- Pays attention to class discussions and instructions
- Is able to ask others for help when experiencing problems

# Behaviour Strategies for Children with Oppositional Defiant Disorder



Your child should know what is expected of them each day - gentle verbal reminders, a visual schedule.

Show your child you understand how they feel

I know you are really struggling right now. Let's have a cuddle, Tomorrow is another day

I know it's tough, well done for staying focused

Use praise. this can build confidence and reduce disruptive and challenging behaviour.

Acknowledge the little things, this reminds your child you care and helps to reinforce positive behaviours,



Remind your child what they are working towards, rather than telling them what you will take away if they don't behave.

Hey, well done for brushing your teeth without me reminding you

Replace "stop jumping on the sofa" with

Hey, I see you want to bounce: let's go on the trampoline instead.

1, 2, 3 eyes on me

Use transition ques  
Children thrive on fun and instant gratification. Give them time to wind down

# THE HiVE

The text 'THE HiVE' is rendered in a bold, grey, sans-serif font. The letter 'i' in 'HiVE' is lowercase and has a small black and white bee flying above it. The text is set against a background of yellow and orange hexagonal shapes, some solid and some outlined, resembling a honeycomb pattern.

*Meeting the needs of our pupils  
through Nurture provision*

BENEATH EVERY BEHAVIOR THERE  
IS A FEELING. AND BENEATH EACH  
FEELING IS A NEED. AND WHEN  
WE MEET THAT NEED RATHER  
THAN FOCUS ON THE  
BEHAVIOR, WE BEGIN  
TO DEAL WITH  
THE CAUSE,  
NOT THE  
SYMPTOM.

ASHLEIGH WARNER



End

## Phase 1

PSHE, immersive play, spontaneous learning opportunities and other developmentally appropriate activity occur alongside modified learning activities which encourage physical and sensory regulation development. Themes and therapeutic activities are the primary focus, rather than academic outcomes and learning is chunked with regular sensory breaks.

## Phase 2

Learners are met where they are developmentally and engage in a variety of activities with PSHE and relationships at the core. More formal highly scaffolded learning opportunities are delivered depending on the academic and emotional needs of the learners. Learning is discrete in Maths, English and PSHE and the remainder of the learning is typically centred around themes.

## Phase 3

Learners will access the NC as appropriate, typically modified and accessed at the academic level of the learner rather than chronological age. PSHE and emotional development remain the pivotal approach. Learners may access more formal qualification such as GCSEs, Asdan Qualifications and Functional Skills as appropriate to their needs and ability.

## Transition

In this phase learners are gradually integrated into the school and the main aim is to enable them to feel safe and secure in a learning environment. Therapeutic and teaching staff work closely with learners to establish emotional needs and gain a sense of where the learner is academically.





**THE HIVE**

## Our Ethos

1. We come here to learn new skills and new ways of thinking.
2. We work hard to make this a happy place.
3. We remind ourselves each day that we can achieve.
4. We try hard to listen to each other, we try hard to discuss any problems.
5. When things go wrong, we work with staff to put things right.
6. We are aiming at being successful in lessons.

