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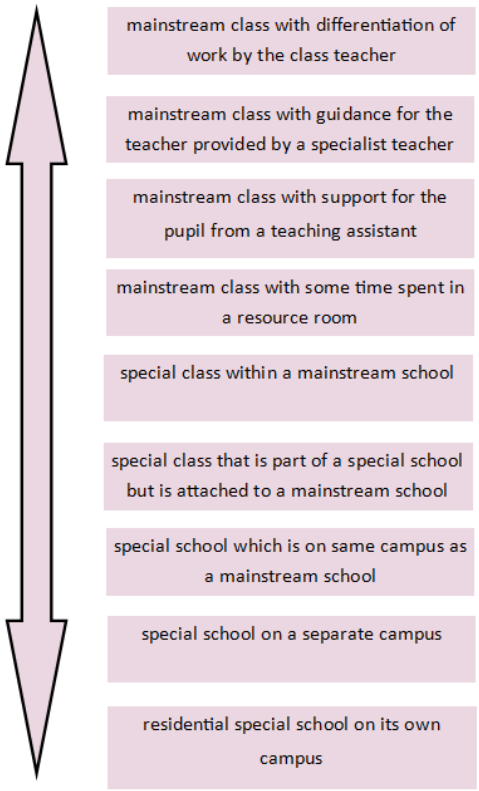
Claremont Primary School Inclusive Practice: The Nurture Room Provision

Intent

Claremont Primary School intends to provide an inclusive education for all pupils. In establishing this the SENDCo has carried out research and academic writing reflecting upon the inclusive practice in our school. The work of Hornby (2015) sets out a continuum of provisions – one on which children can move up or down depending on their need at a current time.



The idea of a continually adaptive and changing provision for pupils is the model that Claremont Primary School adopt to ensure high quality outcome for all pupils. We understand that at some points in a child's education the mainstream classroom is not the best suited provision and so have set up two separate nurture rooms to best meet the needs of some of our pupils with SEND.

What are our the Nurture Rooms?

Our Nurture rooms are our internal SEND classes. These were created to support the needs of a small number of children with significant learning needs. The Nurture Rooms offers a high adult to child ratio where children who find the busy mainstream classroom too overwhelming, can learn in a more peaceful and calmer environment. Many of the children who access the Nurture Rooms are awaiting places in specialist schools and so this class has been created to mirror the type of provision they would have in specialist

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	settings as best we can in a mainstream school. The children who use the Nurture Room have EHCPs, or are awaiting EHCPs(Education, Health Care Plans). At Claremont, we recognise that all children are unique; that they develop and learn in their own ways, and at their own pace. We celebrate and welcome differences within our school community and strive to deliver a curriculum that enables all children to flourish. **We aim to provide:** ✔ A provision that offers children a wide range of opportunities and experiences. ✔ A curriculum that develops each child's social and emotional development, as well as their academic learning. ✔ A communication rich environment using a range of specialized techniques for communicating with non-verbal children. ✔ A stimulating but calm environment for our children to explore the world around them without becoming dysregulated and overstimulated. ✔ A curriculum that focuses on individual strengths, interests and fascinations ✔ An ethos of high aspirations for our learners ✔ Activities that help our children with sensory difficulties feel regulated and calm in their bodies. ✔ Ample opportunities for children to learn how to communicate and interact with adults and children at a pace and level that is suited to them. ✔ 1:1 learning of key Literacy and Numeracy skills. ✔ A caring and nurturing environment where the children feel safe and cared for.
Implementation	To support the development of our Nurture Room provision, Ashgate Specialist Support School have provided advice, support and training for our staff. The SENCDCo also works closely with our school Educational Psychologist (EP), Speech and Language Therapist (SALT), RHOSEY (EY SEND team) and SEND Case Officer from the Local Authority. **<u>Curriculum</u>** The children who access the Nurture Room have a bespoke, individualised curriculum which is based on their small steps of learning. School assesses pupils with SEND using B Squared – Primary Steps and Early Steps. This allows staff to create learning opportunities which are directly linked to their individual small steps of learning as well as working towards their EHCP and SALT targets. The SENDCo overseas the curriculum and learning for the pupils in the Nurture Room which is run by a highly experienced Level 4 TA.

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The Nurture Room provision has the following additions to support the complex needs of the children:

Visuals

Many of the children in the Nurture Room are pre-verbal or use very limited language to communicate with others. In the Nurture Room, we use visuals to enable the children to communicate their needs and wants effectively, and build towards verbal communication where appropriate. We are supported by our Speech and Language Therapist to effectively teach and deliver communication boards.
Intensive Interactions
For those children in the Nurture Room who are not ready for communication boards, we use a strategy called Intensive Interactions. This is a technique where the adult tunes into the child and allows them to lead the interaction and begin to enjoy interacting with others.

Work Stations

In the Nurture Room where appropriate we use workstations where we encourage the children to carry out short tasks. These might be linked to learning letters, numbers, shapes etc or may be focused on encouraging the child to engage with an activity that is not of their choosing.

Sensory Circuits

As well as our sensory dark den where children can spend time each day, we carry out daily sensory circuits. Each sensory circuit consists of 3 types of activity. 1) Alerting 2) Organising 3) Calming. The children are helped to join in with these activities to regulate their sensory needs and to develop their coordination.
In addition to this, the children have lots of sensory breaks and input throughout the day to help them stay regulated.

Attention Autism- Bucket time

Staff in the Nurture Room are developing the use of the bucket and attention autism. This will allow the children in the Nurture Room have 'Bucket Time' every day. Bucket time is a strategy developed by Gina Davis to provide children with 'irresistible invitations to learn'. It encourages children to learn to give attention to an adult and to wait their turn to have a go themselves.

Outdoor area

The children in the Nurture Room have access to their own outdoor space, where they can explore outside learning opportunities. The children can access larger play equipment and can be encouraged to develop their gross motorskills in the Reception and Nursery play area.

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	Dual -coding Dual-coding is an important part of the way we teach communication to the children in the Nurture Room. Instructions are given verbally along with pictures or photos and a visual timetable is used for every part of the day. We also use Now and Next visuals and Choice boards. **<u>Assessment</u>** The children are assessed using 'Bsquared'. This enables staff to track and monitor the small steps of progress that the pupils are making. Each area of the National Curriculum and the Early Years Foundation Stage curriculum is broken down into small steps. This ensures that children are progressing and accessing appropriately adapted learning for their own individual needs. Staff used Evisense to capture the learning of the pupils and this work is able to be directly linked to their assessment on Bsquared. Most of the children in the Nurture Room have an EHCP (Education and Health care Plan), or are waiting for one. The planning and curriculum is focused on the children's outcomes listed on their plans. These are broken down into smaller targets on their pupil passport. The pupil passport targets are also used to track progress and inform planning. EHCP outcomes are reviewed termly and then annually through the statutory process of an Annual Review. These meetings involve parents, school staff and where necessary a representative from the SEND team at the LA. Where a child in the Nurture Room does not yet have an EHCP, their progress is tracked using Pupil Passports and BSquared. The team in The Nurture Room work tirelessly to ensure that children are surrounded by a kind, accepting and stimulating environment which helps them to develop and flourish.
Impact	**Our Nurture Room children will:** ✔ Be able to have and enjoy meaningful interactions with others. ✔ Be able to communicate their needs and wants verbally or by using pictures and signs. ✔ Engage in playful activities, and experience joy and delight from these. ✔ Be able to regulate their sensory needs and feel calm and happy in their bodies ✔ Follow routines and rules to keep them safe and foster a love of school and learning ✔ Learn basic skills for reading, writing and mathematics that will support them in their lifelong learning ✔ Know more, remember more and do more

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	✔ Learn key life/self-help skills such as, feeding themselves, going to the toilet, putting on own shoes, coat etc. ✔ Make small and personal steps of progress