Pathway for Nurture

Purpose of the Provision

For Pupils Requiring Targeted Social, Emotional and Readiness-to-Learn Support

Nurture provides a safe, predictable, and relational environment where pupils can (re)learn early social and emotional skills that underpin successful learning in the classroom

Aim of provision

·Remove social–emotional barriers so pupils feel safe, calm, connected, and ready to learn.
·Strengthen self-regulation, resilience, and self-esteem through co-regulation and explicit teaching of social skills.
·Build secure adult–pupil relationships and positive peer interaction.
·Teach routines for readiness to learn (listening, turn-taking, following instructions, independence).
·Use Boxall Profile (or your school's chosen tool) to set individual targets and review impact.
·Provide a clear, structured pathway back into full mainstream at the end of the 12-week intervention.

Eligibilty Criteria

A pupil may be considered for the Nurture provision if they meet some of the following indicators:

Social, Emotional and Readiness Profile

·Persistent difficulties with emotional regulation, attachment/relationship needs, or anxiety that interfere with learning.
·Struggles with classroom routines (e.g., transitions, unstructured times, waiting, collaborative work).
·Low self-esteem, school avoidance, or social withdrawal; or heightened arousal (fight/flight responses).

Assessment Information

·Evidence from Boxall Profile (or equivalent), strength-and-difficulties measures, observation logs, and teacher reports indicates developmental gaps in social/emotional functioning.
·Impact visible on learning behaviours and engagement (reduced time on task, frequent dysregulation).

Previous Support

·Has received quality first teaching adaptations, emotion coaching, check-ins, and reasonable adjustments.
·Despite support, needs persist and the child would benefit from a smaller, relational setting for a period.

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Eligibility Criteria Continued

Parent/Carer Engagement

··Parents/carers understand Nurture is targeted and time-limited, with a focus on reintegration.

·Parents/carers agree to contribute to targets and attend review meetings.

Referral and Decision Making Progress

Identification of Need

·Class teacher raises concerns to SENCO/Nurture Lead with evidence (observations, incident logs, attendance notes, screening outcomes, pupil voice).

Pupil Discussion Meeting

Held with:

- Class Teacher
- SENCO
- Phase leader/pastoral lead
- Nurture Lead
- Parents Carers and pupil, where appropriate

Decision and start date

·Joint decision made based on need, suitability, and capacity.

·Start date agreed; baseline (e.g., Boxall) is completed and individual targets set.

Provision Overview

Pupils in Nurture access:

·Small-group sessions in a warm, structured space designed to mirror a calm “home-class” environment.

·Daily/regular sessions (school to set frequency and duration) focusing on:

o **Relationship and belonging** (greetings, check-ins, circle time).

o **Emotional literacy (naming feelings**, triggers, body clues, co-regulation strategies).

o **Social skills** (turn-taking, sharing, cooperation, problem-solving, restorative language).

o **Executive functions** (attention, planning simple tasks, organisation).

o **Readiness routines** (listening, following instructions, transitioning calmly).

o **Curriculum acces**s at an appropriate level to practise stamina and success in learning.

·A consistent cycle: warm-connect → teach/model → practise → reflect → transfer to class.

·Close liaison with class staff so strategies and visuals are mirrored in the classroom.

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Class Teacher Responsibility (Integrated Seamlessly)

The mainstream class teacher remains the lead professional and holds overall responsibility for:

·The pupil's progress (academic and social-emotional).
·Ensuring classroom routines and supports align with Nurture targets.
·Communicating with parents/carers and logging progress/concerns.
·Planning for generalisation of Nurture strategies in normal lessons.

The class teacher must:

·Share target behaviours and curriculum priorities with the Nurture Lead.
·Provide opportunities for supported success (e.g., scaffolded group tasks, predictable roles).
·Review progress at least half-termly with the Nurture Lead and SENCO.

Review and monitoring

Baseline Assessment

Within the first two weeks, the Nurture Lead and class teacher capture:

·Boxall (or equivalent) profile scores and key strands.
·Regulation profile (triggers, early warning signs, helpful co-regulation).
·Readiness-to-learn behaviours (time on task, transitions, adult proximity needed).
·Pupil voice: "what helps me in class/around school".

Ongoing Review

·Weekly: short check-ins against 2–3 priority targets; brief incident/celebration logs.
·Half-termly: formal review with updated Boxall strands/targets; adjust session frequency, focus, and classroom strategies; securely store notes centrally.

Termly review meeting

Attended by:

·Class teacher (overall responsibility)
·Nurture Lead
·SENCO / Phase lead
·Parents/carers
·Pupil (where appropriate)

The meeting reviews:

·Progress against individual targets and classroom transfer.
·Effectiveness of strategies and any barriers.
·Whether to: continue, taper, or begin reintegration steps.

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Reintegration Pathway Back to Mainstream

Reintegration is personalised and based on readiness, not time spent in Nurture.
A child may begin reintegration when they demonstrate:
·Improved self-regulation with reduced adult prompting.
·More consistent readiness behaviours (settling, following instructions, transitions).
·Positive peer interactions and sustained engagement in class tasks.

Staged Reintegration Process

Stage 1: Structured Class Visits
·Short, planned segments (e.g., start-of-day routine, low-demand group tasks); predictable adult available if needed.

Stage 2: Part-Time Return
·Attend selected lessons with the highest chance of success; clear role and success criteria; visual supports mirrored between Nurture and class.

Stage 3: Majority Mainstream Access
·Most lessons in class; Nurture used for top-up coaching or regulation check-ins.

Stage 4: Full Reintegration
·Full-time in class; SENCO/Nurture Lead monitor for 6–12 weeks with a simple maintenance plan.

Exit Criteria

A child may exit Nurture if:
·They consistently demonstrate readiness-to-learn behaviours across the day.
·They can identify and use regulation strategies with minimal prompting.
·Positive peer and adult relationships are evident; incidents have reduced in frequency/intensity.
·Parents/carers and school agree needs can now be met via universal classroom practice.
·Needs have changed and a different pathway (e.g., ELSA, external services) is appropriate.

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