



# **NURTURE PROVISION POLICY**

**SEPTEMBER 2021**



## **POLICY STATEMENT**

**“The Government strongly believes that every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country”** (*Creating Opportunity for All* Department for Education, March 2018)

Our setting is for pupils who are unable to thrive in mainstream education. This could be for a number of different reasons.

Discovery MAT recognises that there is a need to ensure that our curriculum is inclusive and accessible providing opportunities for all students to succeed. Moreover, we recognise the need to offer primary aged children in Plymouth the type of provision that allows some students to achieve their potential outside of what is accessible in a mainstream setting.

To facilitate this individual learning pathway, The Edison Centres will work with different local providers and professionals to help students who have struggled to access learning in a mainstream school-based environment be able to return to their referring school.

The Edison Centres are therapeutic environments. We use a balance of structured play, guided activities and independent work to motivate learners and support each pupil to find the best way of learning for them. We cover a broad and balanced curriculum. Topic based enquiry approaches where students work together to solve problems and answer questions promote motivation but also encourage social skills.

We are a Mentally Healthy Organisation and have a member of staff who is a Trauma and Mental Health Informed Practitioner (TISUK). The practice that is part of being a Trauma informed setting allows children to succeed. It is our goal to help children who have experienced adverse childhood experiences begin to recover.

The Edison Centre provides regular visits from specialist providers to allow our children to aspire. We regularly work outside of the classroom as we see the benefits of this for most of our children.

The Edison Centres are small settings which allow for personalised planning and the development of close relationships between children and families.

## **OBJECTIVES OF THIS POLICY**

The objectives of this policy are:

- To outline the reasons why pupils might be referred to The Edison Centres
- To ensure the Edison Centres are offered to suitable pupils in a consistent way
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of The Edison Centres

## **REASONS WHY PUPILS MIGHT BE REFERRED TO THE EDISON CENTRES**

Schools may refer to the Edison Centres to provide short-term support to ensure long-term attendance at a mainstream school. Some reasons might be:

- The pupil's strengths are not being developed through the National Curriculum being taught in a classroom environment
- The pupil is close to permanent exclusion or has had one or more fixed term exclusions
- The pupil has not been attending school regularly
- The pupil has significant special educational needs
- The pupil struggles with transitions
- The pupil may have family/social difficulties
- The pupil may have a need for focused support to access a classroom environment
- The pupil may have experienced Adverse Childhood Experiences resulting in trauma

## **RESPONSIBILITIES**

### **LAB**

- Monitor the teaching and learning of provision and review it on a regular basis.

### **Chief Executive Officer**

- Take overall responsibility of the Edison Centres and report to the Board of Trustees on the effectiveness of the implementation of this Policy.
- Act as the line manager for SEN teachers in the provision.
- Continually assess the quality and suitability of the Edison Centres.

### **SEN teacher**

- Provide the role of Designated Safeguarding Lead
- Liaise with the mainstream setting Designated Safeguarding Lead
- Ensure pre-assessment meetings involve – SENCO, Designated Safeguarding Lead, teachers, children and parents to ensure that the appropriate measures are in place to support pupils who are being educated at the Edison Centres
- Monitor the attendance of pupils
- Provide relevant pupil data to help facilitate the transition between mainstream and The Edison Centres and back again
- Track progress against pupil's targets
- Provide access to a core curriculum covering a range of topics taught through a thematic approach.
- Provide entitlement to education relating to faith, PE and PSHE.

### **Finance department**

- Handle the payment process in relation to The Edison Centres, as authorised by the CEO.

## **REFERRAL PROCESS**

**“... settings should enable children to make rapid personal, social, and educational progress” (DfE 2018)**

- Parents/carers will be fully involved in the process and any decisions taken.

- Pupils who are referred to The Edison Centres will remain on roll at their mainstream setting. The mainstream setting will fund their place at The Edison Centres.
- The place will be for 6 weeks (full time) or 12 weeks (part time) with pre and post assessment.
- The Edison Centres will set up meetings involving all professionals and parents/carers.
- The parent/carers will sign the relevant paperwork.
- Once committed to the Edison Centre, students must attend and parents/carers must support this.
- Impact/success will be measured against targets agreed in the initial meeting and these will be reviewed regularly.
- If at any point parents, mainstream setting or Edison staff feel that the provision is not suitable for the child, a meeting can be called to discuss a supported transition back to mainstream at an earlier date.

## **ATTENDANCE AND SAFEGUARDING**

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and tracking and reporting attendance is an essential part of this.
- The Edison Centres will contact the mainstream setting daily with regards to attendance.
- The Edison Centres will work with the parents on attendance to resolve any issues.
- There is an expectation that any safeguarding concerns are raised with the mainstream DSL and that all members of staff adhere to Safeguarding and other policies held by the school.

## **MONITORING ACADEMIC PROGRESS, BEHAVIOUR AND PASTORAL WELFARE**

**“Ofsted found that too many schools did not know how to set expectations for children’s progress while they were in AP” (DfE 2018)**

- The pupil’s attainment data will be communicated between provisions.
- Soft data will be used to monitor the impact on personal, social and emotional targets.
- The pupil’s own views on the placement will be taken into account.
- The Edison Centres will inform parents and the mainstream setting of any serious behavioural issues.