



SCHOOLS' FORUM

15th September 2022

NURTURE PRACTICE AND UPDATE TO CONTRACT

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives related to Nurture Practice and contract revisions designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- To receive updated information on Nurturing performance and practice change across the schools
 - To endorse an increase in funding to £172k for Edith Weston as the lead school to accelerate and further develop Rutland schools' practice.

2. Background

- 2.1 'NurtureUK' ¹evidenced practice can help children who have experienced poor attachment or trauma. Supporting children's mental health and wellbeing and can lead to improved self-esteem and enhanced school achievement and attainment. Nurture practice consists of interventions to support specific children to grow their own emotional wellbeing.
- 2.2 More detailed information can be found on Nurture practice and the associated Boxall profiling at Appendix A.
- 2.3 Rutland's piloted Nurture approach started midway through the academic year in 2019 the purpose of the pilot was to model excellence in Social Emotional and Mental health support to children through the use of Nurture UK practice.
- 2.4 Edith Weston Primary part of the Brooke Hill Academy Trust, received a grant of 26k capital investment through the DfE Special Provision capital allocation, administered by Rutland County Council, to modify classroom and outside areas for the Edith Weston to enable parental participation and group learning on site.
- 2.5 A yearly revenue budget of £99,100 from the SEND Recovery plan provided for the pilot period and Schools Forum opted to continue the successful programme in September 2021.
- 2.6 The overall intention has been to foster Nurture practice and use of Boxall profiling in all schools and propagate Nurture practice so that it becomes widely practiced in response to early emerging SEMH needs, work positively with parents and enable children to successfully remain in their school place.

- 2.7 Outreach support to schools is coordinated by Caroline Crisi so that overlap is minimized, best intelligence provided on children's situations and practice is in line with Educational Inclusion Partnership standards.

3. Current situation with Nurture Nest interventions

- 3.1 Edith Weston employs a small team of one 0.4 qualified SEND teacher and teaching assistants, this team have provided both to help schools supporting individual children, imparting confidence and expertise with nurturing skills and practice in Rutland schools and also delivering 4-6 in-house educational placements (subject to an appropriate mix of needs).
- 3.2 The facilities at Edith Weston are known as the Nurture Nest and specifically support children who are deemed at exceptionally high risk of escalating out of mainstream education.
- 3.3 Places at the Nurture Nest are allocated through the multi-agency SEND panel in collaboration with Edith Weston with the presumption that any sending school be available for the child's return unless they have been permanently excluded.
- 3.4 It was never the intention that Edith Weston's mainstream classes would absorb children who complete their Nest interventions but instead that they transition full time back into mainstream class at the sending school.
- 3.5 In reality parental preference and in some schools' staff actions have led to children being placed full time at Edith Weston. While this had been anticipated as a risk from the start of the pilot, as more children come through interventions it is not sustainable for them all to stay at Edith Weston, or helpful for family schedules that children move schools permanently.
- 3.6 Nurture practice at Edith Weston continues to develop and has been highly successful in maintaining children in Rutland over the past three years
- All children were either on part time timetables or at risk of exclusion/ had been excluded (fixed term and permanent) from their school
 - Outreach to Rutland schools-15 children at 7 primary schools
 - Onsite EW Hub interventions:
 - 5 children who had been at mainstream Rutland primaries have accessed Nest interventions
 - 3 children from out of county/country
 - 1 as part of a transition from independent specialist to mainstream
(None of these children transitioned back to the sending school following closure of the intervention.)
 - 1 secondary successful transition to mainstream at UCC

4. Proposal

- 4.1 The Rutland Nurture approach, led by Edith Weston Primary School is reliant on the commitment of all schools to upskill and implement nurturing schools practice and help children with attachment and trauma to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

- 4.2 There have been great instances of schools keen to change practice based on best Nurture advice and a desire to train in NurtureUK practice, to grow more practitioners with Nurture expertise in Rutland. If we wish to seize this opportunity and grow expertise then more capacity is required.
- 4.3 Resources are needed to increase the capacity and speed for outreach and enhance the package of professional development of NurtureUK practice ('Nurturing Schools' Practice) so that Rutland schools staff gain the confidence and classroom practice to assist children as soon as needs emerge. Speed of response has been shown to be a significant factor as part of all Education Inclusion Partnership interventions.
- 4.4 It is proposed that Schools Forum increase the financial commitment, providing a further £72k funded from additional pressure on the High Needs Budget so that EW have the capacity to respond to situations quickly before any window of opportunity is passed and help staff in wider Rutland Schools to accelerate their inclusionary response. A breakdown of costs is included at Appendix C
- 4.5 This sum will support the 4 children currently in the Nest (2 permanently excluded, 2 regular fixed term from other settings and 1 intervention placement) who are all making progress but are not ready for mainstream classrooms currently but may be by the end of this academic year.
- 4.6 Additional Nest support is needed at times for children who have had previous access to this specialist provision but, who on the whole, can cope in a mainstream classroom. (TA support for this included)
- 4.7 The Nurture lead teacher has been supporting 11 schools through outreach work. There has been bespoke school training in Nurture as well as county wide sessions for Early Years and Primary schools. This work will be shared with the teacher in the Nest when an appointment has been made, since Penny has moved into a school leadership position.
- 4.8 Currently there are 4 children based in the school rather than a specialist setting and they are all making good progress.
- 4.9 In addition, the nurturing approach has prevented a further 5 children from either joining or continuing in a specialist provision.

Appendix A – NurtureUK evidence-based practice and Rutland’s approach

The proposed theory of change underpinning Nurture Groups is that if children’s attachment relationships can be enhanced then their emotional and social wellbeing will improve and this, in turn, will lead to improved behaviour that will better place children to access learning opportunities with the end result that their academic scores should increase. Whilst there is some variation in Nurture Group provision, they are all underpinned by the same long-term aim to improve children’s educational outcomes.

The Classic Boxall Model (an assessment tool used to understand the actions required to help a child’s educational and health and wellbeing) is a short-term intervention grounded in Bowlby’s attachment theory, which aims to address barriers to learning arising from unmet attachment needs that can lead to Social, Emotional or Mental Health needs escalating. Work is also undertaken with parents to help them support their child.

The Rutland Nurture Hub, led by Edith Weston Academy is dependent on the commitment from all schools’ leaders to upskill staff and implement Nurture practice in each school, the approach is designed to support children who have insecure attachment or have suffered trauma, and helps children to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

Rutland has also chosen to develop an on-site Nurture Nest for 4-6 children at Edith Weston where children need more intense interventions for a short period of time.

It was always the intention to scale up the ability of the Hub to influence and respond to other schools to prevent any exclusion for this reason and help children to be maintained in school locally, rather than children be moved to EW.

Appendix B– Data related to the children who have received Nurture interventions in Rutland since 2019 both in the Nest at Edith Weston and through outreach to other schools.

In total 7 mainstream Rutland schools have accessed support and 24 children have been supported by the Nurture arrangements since it started.

2019-20	2020-21	2021-22
3	11	10

- 15 children at 7 schools have accessed outreach support.
- 3 children who had been at mainstream primaries have accessed Hub Nest interventions. None of these transitioned back to the sending school following closure of the intervention.
- 1 – to mainstream at UCC

School supported/ school that child was transferred from	Occasions/ children supported		Total
	Hub	Outreach	
Out of the Country	1		1
Out of county	2		2
Wilds Lodge- <i>supported move</i>	1		1
Brooke Hill	2		2
Cottesmore Academy	2		2
English Martyrs		2	2
Langham	1	1	1
Oakham CofE	1	3	4
Ryhall		2	2
St Nicolas		3	3
Uppingham		2	2
Whissendine		2	2
Grand Total	10	15	25

Appendix C– Nurture costs, previous years 2019-21 and proposed 2022-23

Nurture Project 2019-2020 Academic Year Expenditure			Proposed funding academic year 2022-23	
Itemised Cost	Notional Allocation	Actual Spent Per Annum	2022-23	
Nurture Practitioner training	£3,000	£825	£2,400	
Whole school training including Boxall Profiling	£1,500	£2,000	£5,000	
Ongoing training RCC schools	£2,000	£1,200	10,000	
Leadership costs- Head teacher			6,600	0.2 FTE
Staff: 1 Qualified teacher level 6 with potential TLR	£49,000	£27,948	£55,000	
Staff: 1 Nurture practitioner (TA Level)	£21,600	£27,793	28,533	
Staff: Additional staff cover e.g. TA/ trained back up	£12,000	£17,123	17,551	P/T Term Time
		£17,123	17,551	
		£17,123	17,551	
			3,500	additional hours Staffing
RCC approved items such as;	£10,000	£10,000 (EP support previous year budget		
Therapeutic Support e.g. Educational Psychologist, Thera play, group work.			4,000	
General resources	£3,000	£1,650 (additional EP buy in to support Nest children)	3,500	
Total	£99,100	£122,930	£171,186	