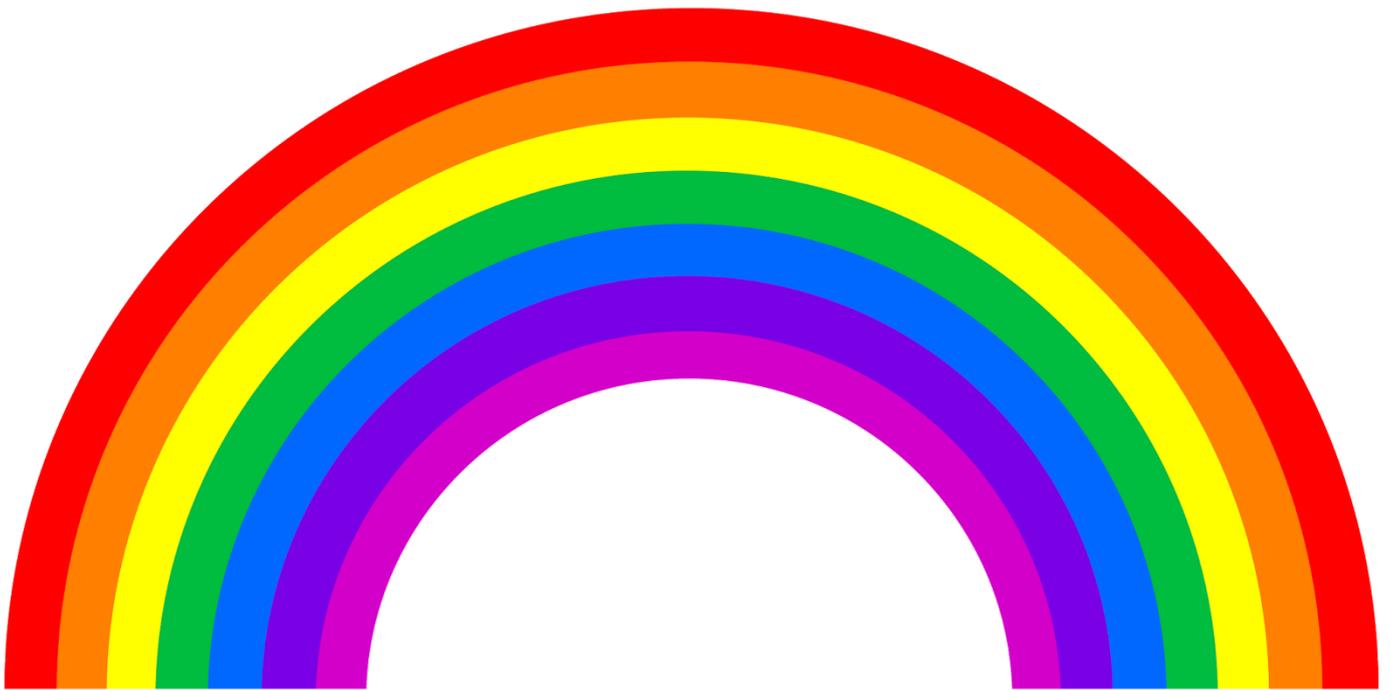




Croyland Nurture Group



Six Principles of Nurture

Children's learning is understood developmentally

The classroom is a safe base

Nurture is important for the development of self-esteem

Language is understood as a vital means of communication

All behaviour is communication

What is the Rainbow Class?

The Rainbow Class at Croyland Primary School is a small class of up to 12 KS1 children. All children in the Rainbow Class have been identified as having social, emotional and/or mental health needs (SEMH). Children are allocated a place through a referral to the SEMH panel. They are often children who feel insecure in school or home and show this through their emotions and behaviour.

Children have the opportunity to develop one-to-one relationships with staff and other children in a consistent and predictable environment, building self-esteem, confidence and independence.

Aim of Rainbow Class

The main aim of the nurture group is to give children the skills needed to manage their emotions in an appropriate way and be able to transfer these skills effectively in their mainstream class.

Child A: 'If you're feeling sad, the teachers help you. We have to make the right choices.'

How are children taught in the Rainbow Class?

The teachers in the nurture class personalise a child-centred timetable, ensuring that:

different learning styles are catered for, learning is purposeful and practical and most importantly, fun for the children to engage in.



Rainbow Class learning areas

Whilst there is a predominant focus on social skills within the Rainbow Class, the children still have full access to all areas of the National Curriculum. Once a child is ready to start their transition back to their mainstream class, they will become part of the 'work ready' group, a group who follow a more structured approach to learning.

Child B 'We do maths, literacy and phonics and we talk about how we feel. Teachers help us.'

How is the day structured?

In order to help children access the curriculum, lessons are shorter but more structured than in a mainstream class. The pace is often slower, with closed activities. Children work one to one with an adult, in pairs or in small groups. Their levels of achievement are raised by carefully targeted teaching and learning opportunities.



Social targets

How is progress measured?

The children focus on a specific 'Rainbow' target throughout the term. These targets focus on social and emotional skills. The targets are displayed in the classroom and the children are encouraged to self-assess at the end of every day, thus giving them some responsibility for their own success. Through carefully planned lessons and evaluations academic progress is continually assessed and is in line with normal school guidelines.

Child C 'At brunch we eat different things, we learn about manners, sharing,

Can I come and visit the classroom?

All parents/carers and base class teacher are asked to come and visit the classroom to see what we do and offer.

We believe that in order for a child to succeed there should be a strong partnership between parents/carers, nurture staff, base class teacher and the children themselves.

In order to help children achieve, we feel that close communication is vital and therefore each child has a home/school link book which is an opportunity for both teacher and parents/carers to write any comments, share news or ask questions.

***Home/
School***



Child D 'I really love Rainbow Class'

Parent 'He is happier, more confident, less bad tempered, can control his emotions a lot better than before.'

Who will be working in the Rainbow Class?

Mrs Greensmith
Class Teacher



Miss Johnson
Class Teacher



The children are also supervised by these adults during playtimes and lunchtime.

What happens after the Rainbow Class?

Once it is agreed by parents/carers and teacher that a child is ready to return to their mainstream class, a gradual re-integration programme is carefully planned to take account of the individual child's need. A re-integration plan is shared with the base school, it highlights successful strategies that should be implemented on their transition. Once the re-integration has been successful the Rainbow Class organises a graduation party for the child and invite family members, friends and teachers to join in with the celebrations.

Teacher 'The children gradually take more responsibility for their behaviour'