

# NURTURING HOME SCHOOL

## Child identified as needing extra support

### Graduated Approach



Universal – the principles of nurture are embedded in the school

Targeted – the school offer targeted interventions based on the assessment of the child's needs using the Boxall profile and/or other assessments, for example- a socials skills group, a part time nurture group , Lego group

Specialist targeted- the school seek advice from external professionals to further understand the behaviours and continuing concerns.

The pupil may attend full-time a schools based nurture group taught by a teacher

### SPECIALIST EARLY INTERVENTION – REFRESH and CEDARS Alternative Provision

The pupil continues to experience social, emotional and behavioural and /or mental health concerns.

The Boxall profile identifies pupil as having **social and emotional developmental gaps** most likely as a result of early experiences. The pupil may exhibit low self esteem, anxiety, avoidance, be struggling to adapt to the expectations of the classroom/curriculum. The Boxall profile identifies challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed.

#### REFRESH

Cohort model 18 places Key Stage 1 and 2  
Children return to home school at end of intervention

#### CEDARS

8 places Key Stage 1 and 2  
Children return to home school at the end of the intervention

### SISS SEMH HIGH NEEDS PATHWAY – School based support with pupil remaining in home school

For pupils at risk of exclusion , whose diagnostic profile on the Boxall profile deviates from norms more significantly than their scores on the developmental strand of the Boxall profile. This would suggest that behaviours are not necessarily a result of unmet needs in their early life experiences and may be a result of **current and ongoing adverse experiences, additional needs** such as speech and language difficulties, etc. as such a nurture group is unlikely to have a sustainable impact at this point - but may in the future.

### Apollo – Solihull Academy Alternative Provision (20 places Key Stage 1 and 2)

For pupils who's progress on the High Needs Pathway is limited after 2 terms of support and they remain at risk of exclusion.  
Pupils who have been permanently excluded  
Includes 5 places for 6<sup>th</sup> day provision

Increasing level of need

Access via AP Single Panel