

Cuiken Primary School, 150 Cuiken Terrace, Penicuik, EH26 0AH

**What is a nurturing approach?**To understand what we offer at Cuiken Enhanced Nurture Provision, it is important to develop a shared understanding of nurturing approaches within schools. Education Scotland (Applying Nurture as a Whole School Approach, Education Scotland and Glasgow City Council) state the following:

*A nurturing approach can be applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.*

*Marjory Boxall gave the following description of a Nurture Group: “The emphasis within a nurture group is on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities. The aim of the nurture group is to create the world of earliest childhood, build in the basic and essential learning experiences normally gained in the first three years of life and enable learners and young people to fully meet their potential in mainstream schools.” (Boxall, 2002 13).*

*A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:*

1. *Children’s learning is understood developmentally (NP 1)*
2. *The environment offers a safe base (NP 2)*
3. *The importance of nurture for the development of wellbeing (NP3)*
4. *Language is a vital means of communication (NP 4)*
5. *All behaviour is communication (NP 5)*
6. *Transitions are important in children and young people’s lives (NP 6)*

**What do we offer?**At Cuiken Enhanced Nurture Provision we support learners who require specialised and targeted interventions to address their social, emotional and behavioural needs. While we are geographically situated within our own base at Cuiken Primary School, we offer a shared placement within our Associated Schools Group and work in partnership with the learner’s school, parents/carers and partner agencies. We can also offer support within the learner’s base school through our Outreach Teacher.

After considering initial referral information and prior assessment evidence (see Referral information leaflet for more details), a decision will be made as to whether outreach work or a shared placement within the Provision is needed. A plan will be agreed upon as well as the number of weekly sessions that can be offered. For example, the child may attend their base school 4 mornings a week plus a Friday and attend our Provision 4 afternoons a week (transport is provided). The plan will be written in consultation with the child, their family, the school, staff at the Provision and partner agencies. It will be reviewed at regular intervals and include specific targets to support achievement and attainment. The long-term goal will always be to find the best way to allow the learner to access their education within their mainstream class and school.

**Who can access a shared placement?**As we are a targeted and specialised intervention, Cuiken Enhanced Nurture Provision is set up for learners who will already have had a wide range of supports and strategies in place for them within their base school(s) over a significant period and are still requiring additional support for their social, emotional and behavioural needs. There will be evidence of different interventions by the school Support for Learning team and Senior Leadership teams. Other professionals such as the Educational Psychologist, CAMHS, Occupational Therapists, Play Therapists, Speech and Language Therapists and Family Support Workers may have also been involved at some level. This ensures that any barriers to learning have already been considered thus enabling the Provision to quickly focus on specific targets and interventions and if appropriate, continue any previous/current multi-agency input.

**Role of Enhanced Nurture Provision and Base School**The base school is responsible for passing on any current information such as an IEP, CYP MAP or Child’s plan that includes current interventions and the names of key individuals involved with the learner. Once the learner is given a shared placement within the Provision, these documents will be reviewed and updated together forming action points for the base school, Provision and any other relevant professionals. **The base school is responsible for co-ordinating the Review process,** where relevant professionals and parent/carers meet approx. every 8 weeks and evaluate current approaches and identify next steps.

The Provision is responsible for providing a supportive and nurturing environment with a broad range of learning opportunities to support social and emotional development. This includes planning engaging and responsive activities within different spaces that includes a playroom, kitchen and outdoor space incorporating a garden area. To ensure positive relationships are central to everything we do, our Provision has three aims that are regularly shared with learners: Be Safe, Be Kind and Achieve. We have staff trained in Nature Play, Drawing and Talking Therapy and access to art, music and PE specialists within the mainstream school. All staff are trained in Team Teach which emphasises the use of verbal and non-verbal de-escalation strategies and positive handling techniques to maintain positive relationships.

The main responsibility of our Outreach teacher is to provide early intervention and build capacity within the base school. We are also able to provide some outreach work with our Learning Assistant for learners on a shared placement to support their transition back into their mainstream classroom on a full-time basis.

For further information specifically related to Cuiken Enhanced Nurture Provision please contact:   
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