

**Education Resources Group  
Schools Forum**

**Meeting Date 28 November 2023  
Meeting Date 6 December 2023**

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**Subject: Enfield Nurture Group Outreach and Support Model**

**Cabinet Member: Cllr Abdullahi**

**Report Number: 11**

**Item: 5a**

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## **Purpose of Report**

1. This report provides an update on the delivery of the part-time Nurture Groups and outlines proposals for extending the reach of Nurture Groups.

## **Recommendations**

2. The Forum is asked to note the update and provide their views on the proposal to extend the reach of Nurture Groups.

## **Relevance to the Council's Corporate Plan**

3. The Council has oversight and responsibility for the High Needs Block. As part of the Corporate Plan this proposal aims to address the priority linked with safe, healthy and confident communities which requires children and young people to reach their full potential by:
  - Developing high quality early years education and support to ensure the best start in life for all children in Enfield.
  - Developing partnerships between schools across the borough, so that all schools are good or outstanding and we improve outcomes for all learners.

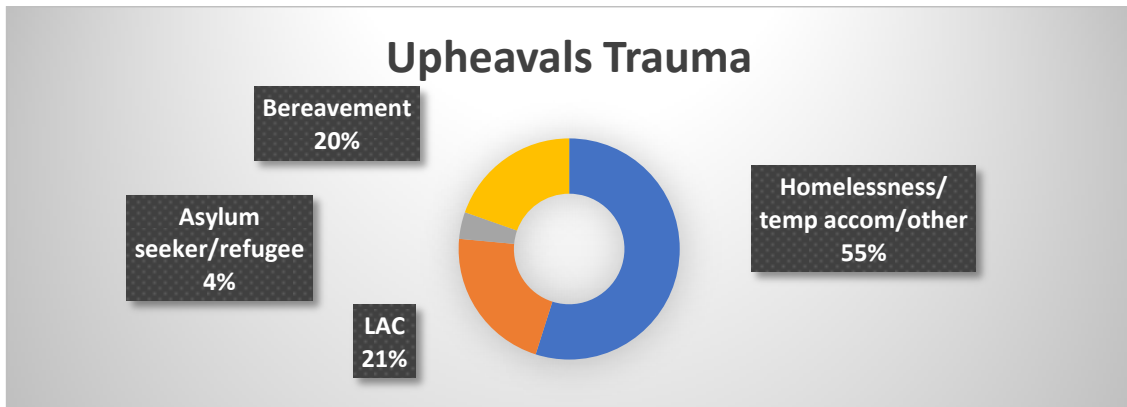
## **Main Consideration for the Schools Forum**

### **4. BACKGROUND**

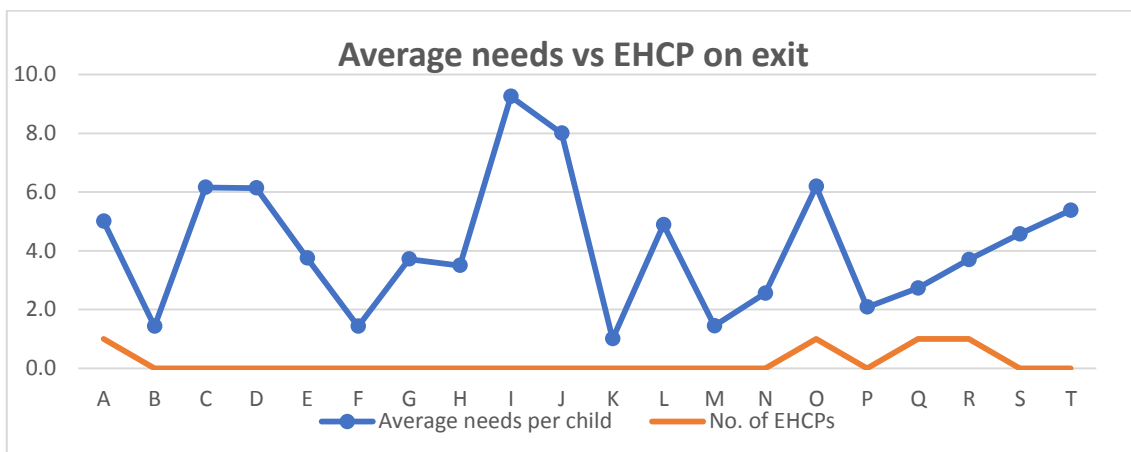
- 4.1 Nurture Groups (NG) are evidenced-based intervention groups, which aim to support children with SEMH and attachment difficulties over four school terms by building trust and filling gaps to aid development.
- 4.2 A review of Enfield Nurture Group commissioning was undertaken in 2019 in consultation with Schools Forum and the Education Resources Group. It was agreed at that time that all existing full time Nurture Groups be decommissioned, and new Nurture Groups would be commissioned on a part time basis (50%) for pupils in Key Stage 1. The new groups would be commissioned for a three-year period using revised criteria. The revised criteria would use Key Stage 1 free school meals (KS1 FSM) data to identify schools eligible to host a Nurture Group.
- 4.3 The overall funding available for Nurture Groups enabled up to 25 schools to be commissioned and also a centrally funded Nurture Group outreach programme to be developed to support any schools who did not meet the eligibility criteria. A multi-disciplinary team support the work of the groups and ensure good pupil outcomes through training, consultation, monitoring and audit.
- 4.4 As agreed with the Forum, the delivery of Nurture Groups was reviewed. The remainder of this report provides an update and details the outcomes from the review and also includes proposals to further extend the reach of Nurture Groups. Attached at appendix 1 is some feedback from a recent survey.

## 5. FINDINGS

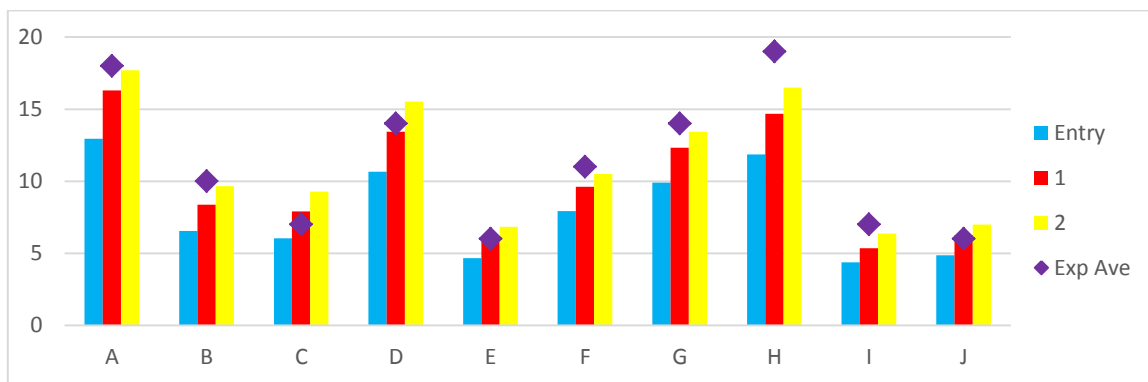
- 5.1 Currently, twenty schools have been successful in bidding to host a Nurture Group. The impact of the work of the groups is positive and has shown the effectiveness of the intervention on pupil outcomes (see data highlights below).
- 5.2 In 2022- 2023, 220 children attended the groups. 26 possible needs, including Adverse Childhood Experiences (ACES) are identified. On average, a child attending has 4.4 presenting needs. An example of the needs considered is seen below:



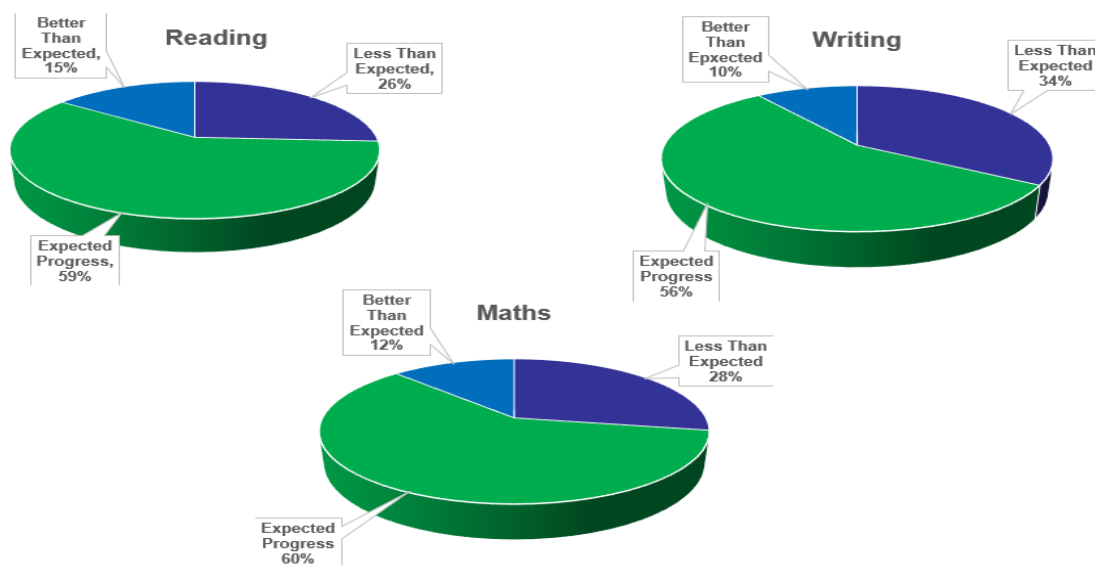
Despite the high level of need indicated above, relatively few children require an EHCP:



Boxall Profile progress is strong, with the cohort reaching age related expectations in 7 out of 10 strands by the end of their time in the group.



Academic progress is also very good, as illustrated below:



## 6. PROPOSAL

### 6.1 Commissioning of Nurture Groups Sept 2024 – June 2027

Based on prior experience of commissioning the groups and to increase the reach in the forthcoming commissioning period, a graduated offer should be considered. Previously KS1 FSM data was used to ascertain deprivation. However, due to changes to FSM funding, the aim is to either use KS1 FSM data, whole school FSM data, or IDACI data. The exact measure will be decided upon after school census data has been validated. This is to ensure that NGs are being targeted where need is greatest.

It is proposed the LA continues to use deprivation data to ascertain eligibility for a core group of schools. Consideration will also be given to other schools so that schools with need, but perhaps lower levels deprivation, can also bid for a group. The graduated offer will be based on a banding system. (Support for the groups is detailed under Elements 3 and 4 in the table below).

It is proposed that the prioritisation of groups is targeted (supported in Element 3 below) as follows:

- Band 1: 15-20 schools with the highest rates of deprivation
- Band 2: schools with lower levels of deprivation than in Band 1

The following eligibility criteria will be considered in order to ensure that we offer the right support, in the right place, at the right time:

- Deprivation data indicating higher level of need in comparison to other schools in the borough.
- A minimum of 10 pupils at KS 1 are on the SEN register, SEN Support (K) for SEMH or attachment challenges.
- Availability of an appropriately resourced and located room, with easy access to school facilities.
- Long term whole school commitment and support of the governing body.
- Agreement to adhere to the requirements set out in the LA Operational Policy and Procedures, and the Service Level Agreement.
- School's policy for SEND recognises and includes the role of the Nurture Group.

- Individual schools are responsible for managing the arrangements for staffing and resources within the funding provided.

## 6.2 Nurture Outreach Offer

When taking into account the positive NG data highlighted above, it is suggested that the second element of the NG offer is an extended outreach offer that aims to increase the reach of NG practice by developing programmes and interventions for across all schools.

It is proposed that a two-pronged outreach offer is made that offers:

- Whole class practical nurturing strategies programme (see Element 1)
- NG lite – a nurturing intervention group model (see Element 2)

Both of these elements of the outreach offers seek to fill an identified gap in the current provision and will complement the existing offer available for schools. These elements continue to promote inclusive practise, support our Inclusion Charter and are complimentary to the inclusive, nurturing lens of our wider SEND offer.

## 7. FOUR ELEMENTS FOR NURTURE GROUPS

7.1 So far, the following three elements of the Nurture Group offer have been outlined. The final element is monitoring and assessment of delivery and during the Sept 2024 – June 2027 commissioning period to inform further developments and improvements to the Nurture Group offer.

7.2 Table 1 summarises how the four elements will be managed and supported.

**Table 1: Details of outreach support covered by the four elements.**

<b>Element 1: Universal Whole class practical nurturing strategies training and support programme</b>			
<b>Actions</b>	<b>Purpose</b>	<b>Expected Outcomes</b>	<b>Cost</b>
Create a training and support programme for mainstream schools to enable staff to understand how to implement nurturing and attachment principles in practise within the whole class.	A collection of practical, whole class nurturing strategies is curated and packaged as a series of central or whole school training sessions, supported after the training sessions by a team of professionals to embed the practice within a whole school, or identified classes within a school.	Programme including model, support, baseline and progress data is designed.	£5,000
Delivery of training sessions in up to 10 schools each year	Schools are provided with the tools to provide a nurturing, attachment aware classroom environment for all children, including those with additional nurture needs.	More staff understand how to have a nurturing approach. They know what to say and do to signal trust, safety and nurture.	£15,000
Create and deliver an outreach offer comprised of a central team to support schools taking part in the programme to offer consultation, modelling and team teaching.	Staff are supported to carry out and embed the practical suggestions in their classrooms so that all children feel included and can access education.	More classrooms become nurturing in their approach, enabling more children to be included.	£30,000
Impact assessments or measures are curated or designed to evaluate the programme. These would include specific data around key children in terms of their attachment/ nurture and wider data such as behaviour and attendance measures.	Initial, termly and end of programme assessments are developed and populated. They are submitted to the central team for analysis.	Outcomes for identified children within each class are gathered, analysed and reported on to demonstrate the impact of the programme. Qualitative information is gathered and presented alongside.	£10,000
			<b>Total: £60,000</b>
<b>Element 2: Targeted NG Lite Outreach programme for schools not eligible for a group</b>			
<b>Actions</b>	<b>Purpose</b>	<b>Expected Outcomes</b>	<b>Cost</b>

Design outreach NG intervention model supported by training and consultation package. Work in consultation with school and other colleagues.	Lighter touch NG provision is available for those schools not currently accessing NG, or as a bridging intervention where a school already has a NG.	Intervention programme including model, support, baseline and progress data is designed.	Already completed
Pilot the intervention	Pilot is carried out in a sample of schools	Pilot groups completed, and NG outreach intervention is finalised.	£3,000
Evaluate pilot and review intervention as needed.	Impact of intervention is measured and adapted where necessary.	NG outreach intervention meets demand and has impact.	£1,500
Publicise the intervention and enlist schools	Schools are hosting the intervention group	Schools have enlisted.	£500
Support up to 10 schools through the outreach programme each year.	A nurture offer is extended to children in schools that do not have an LA commissioned group, extending the reach of the funding	Pupil outcomes are enhanced	£20,000
Monitoring and data collection	Groups are quality assured	Impact of the groups is analysed and reported	£5,000
<b>Total £30,000</b>			
<b>Element 3 - Targeted Support and Consultation with up to 25 commissioned groups</b>			
<b>Actions</b>	<b>Purpose</b>	<b>Expected Outcomes</b>	<b>Cost</b>
Develop, review and deliver mandatory induction training for all new members of NG staff. This will be delivered over several modules for effective online or face to face delivery. 6 sessions delivered twice each year.  Training modules developed, advertised and delivered. Feedback sought on completion.	NG are a specialised Wave 3 intervention for pupils with attachment needs and should be delivered by attachment aware staff who have a sound understanding of the attachment principles that should be woven through its pedagogy.	New NG staff: <ul style="list-style-type: none"> <li>Understand attachment needs</li> <li>Know <b>strategies</b> to support pupils with attachment needs</li> <li>Know and understand the six nurture group principles</li> </ul> Know how to use the Boxall Profile for assessment, planning and monitoring of outcomes	£4,000
Develop and deliver central training and support modules for all Enfield NG staff, 9 events per year.	Provide ongoing support and development for NG staff so that they are able to effectively facilitate this unique intervention and maximise pupil outcomes.	NG staff are up to date on best practise models for part time NGs.	£3,250
Develop, facilitate and deliver termly review sessions for sharing of expertise.  NG Peer Network groups set up.	Share monitoring findings. Share best practice models.	Staff have made links with groups of NG colleagues	£1,500
Multi-Disciplinary EY SEND Team to offer support visits to schools.	Model and share best practise. Encourage and facilitate attachment- aware approaches. Encourage timely referral to health or other services. Offer specialist support for groups of children. Feedback to in school line-management.	Schools have received visits; suggestions have been made and acted upon. Up to 3 visits per school per year	£16,250
Whole school training on the work of the NG and/or attachment styles.	Wider school staff understand the purpose of the group and have an introduction to attachment styles. Attachment aware practise is communicated.	Attachment awareness begins to permeate whole school practice.	£5,000
Annual NG Monitoring framework is reviewed, monitoring is carried out and results are analysed	Groups are quality assured and areas for development are identified and addressed.	Groups meet LA NG criteria	£12,500

Annual Data framework is reviewed annually Data is collected and analysed	Analysis of the success of the groups, areas for development are identified and addressed	Data is collected and analysed NG impact is reported	£6,500
			<b>Total £49,000</b>
<b>Element 4 - Continuous review of NG provision leading into subsequent cycle of commissioning.</b>			
<b>Actions</b>	<b>Purpose</b>	<b>Expected Outcomes</b>	<b>Cost</b>
Enfield NGs logo developed and used NG is included in relevant documents NG Twitter feed is created and monitored	NG profile is raised	Appropriate schools agree to host a group	£1,000
Consultation session with SENCO/ SLT to ascertain needs, discuss potential impact, facilitate peer support	Needs are ascertained and impact of NGs is shared	Appropriate schools bid successfully	£1,000
Review of current NG provision and commissioning processes	Survey eligible schools to ascertain successes and areas for development. Liaise with Schools Forum and other boards regarding the development of the groups.	Necessary changes are identified	£2,000
			<b>Total £4,000</b>

## 8. FINANCIAL IMPLICATIONS

8.1 The above costings do not include the cost of hosting a NG, which is £29,850pa per group.

The total cost for 25 commissioned NGs and the above proposed will see the available budget increase by £25,000. The Forum is asked to note and confirm their agreement for this increase and the overall pressure it will create for the High Needs block.

## 9. CONCLUSION

- 9.1 The proposals outlined and costings above are intended to meet the key objective of promoting inclusion on a universal and targeted basis so that children's attachment and nurture needs are met within their mainstream school, and as far as possible they are educated within their mainstream class. This will enable children to build trusting relationships, promoting security and structure which may have been missing in their early care for a variety of reasons without the need for specialist intervention.
- 9.2 Each proposal supports and compliments other strands of Enfield's inclusive offer and the nurture group work is supported by evidence of good pupil outcomes across a range of areas. Similar pupil outcome data will be available for the outreach models.
- 9.3 The intention is that this work will potentially reduce or delay the need to issue EHCPs, therefore providing the right support, in the right place, at the right time for Enfield children with SEMH and attachment needs.

## APPENDIX 1 – ENFIELD NURTURE GROUP SURVEY SUMMER 2023

*It is a fantastic resource to be able to access and the variety of support available is wonderful*

*The support that the team offers has helped me to be able to accommodate the varying need in my group more effectively.*

*The monitoring process was supportive and has provided clear areas of development for our nurture group.*

*The knowledge and understanding that comes with having and running a nurture group spreads throughout the school particularly for those staff who have children with significant SEMH needs. It is a vital part of the school community.*

*Training has been very beneficial to the whole school, not just the nurture group.*

*I am very lucky to have seen a large number of nurture pupils reintegrate successfully back into class and move on through the school using the strategies they were taught in nurture to regulate and reset themselves. It's lovely to see them doing so well emotionally and academically.*

*There have been noticeable differences in the children who have attended our nurture provision both emotionally and academically. They are more ready for learning and their improved sense of self has been noted by school staff and home.*