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| MCj03978360000[1]  **Minutes for meeting 12.05.17**  **Hollingwood School** |  |

**Present:**

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| Anne Ridley | Bingley Grammar School |
| Lisa Hooley - Nurture Group Teacher | Brackenhill Primary |
| Carolyn Depledge | Hollingwood Primary |
| Janice Hiley | Hollingwood Primary |
| Arif Khan | Iqra Primary Academy |
| Dominic Sheard | St Anne's Catholic Primary School |
| Christine Thompson | Knowleswood Primary School |
| Kath Taylor | Knowleswood Primary School |
| Sannah Malik | Lapage Primary (Academy) |
| Alex Lever-Gay, Nurture Assistant | Whetley Primary Academy |

**Apologies**:

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| Lorna Field | Addingham Primary |
| Kelly Booth | Beckfoot Oakbank School |
| Sharmila Shah HLTA Nurture | Bradford Girls' Grammar School & Lady Royd Primary |
| Sarah Morris | Laycock Primary School |
| Gillian Dyson | Oxenhope Primary |
| Jenny McGuinness | St Josephs (Keighley) Academy |

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| **Item** | **Notes** | | |
| **1** | **Introductions:**   * Alison welcomed the group * General feeling is that schools are changing direction with nurture due to budget restraints. * Staff are pulled out to do other duties more regularly. * All have a varied mix of ages to cope with. * Some schools have well established nurture groups and some are about to set up a nurture provision. | | |
| **2** | **Host School:**   * Hollingwood have just applied for their quality mark * In 6th year and going well, they are well established in school * Due to become mental health champions * They have seen more and more behaviour issues arising | | |
| **3** | **Nurturing Schools Programme**   * Next dates set for 05 and 06 Oct 2017 which is a change to previous dates advertised.   **Yorkshire Conference**   * Sept 28th 2017 * Volunteers wanted for poster boards/ stalls – to talk about your work.   + You will get 2 free places   + If you are interested let us know   **The Marjorie Boxall Quality Mark Award.**   * The process of achieving the QMA ensures that there is an evidential base of good practice set against national standards, which is not only useful for inspections, but also planning, reviewing and reflecting on effective practices and the impact and outcomes.   <https://nurturegroups.org/what-we-do/achieving-quality/marjorie-boxall-quality-mark-award>  **Putting Children at the Centre - Bradford SEND conference - FREE**   * 18 July 2017, choose either to attend AM or PM session * Places for Headteacher, SENCo and SEN Governor or equivalent | | |
|  | **Madeleine Portwood, an intervention to support around Dyspraxia**   * Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition, formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke, and occurs across the range of intellectual abilities. Individuals may vary in how their difficulties present: these may change over time depending on environmental demands and life experiences. * An individual’s coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment * Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY. * There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation, and these may also affect an adult’s education or employment experiences. * Many people with DCD also experience difficulties with memory, perception and processing. * While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organising and carrying out movements in the right order in everyday situations. * Dyspraxia can also affect articulation and speech, perception and thought. Affects Life has not been settled and not consistence gross motor skills   On Bradford schools Online Learning & Cognition Team have some useful information and assessments sheets including 12 week programmes ready to use.  **Click on this link to go direct to the page.**  <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1893#Dyscalculia> | | |
| **4** | **Good Practice- sharing ideas / Good news / New ideas**   * A reminder that a nurture group is not a behaviour provision * Embedding the process with SLT is vital to give good value throughout the school. Ensure they view nurture as important and not just an add-on service that can be cut when the purse strings are tight. * Show and demonstrate impact with your nurture assessments. * The longer you do nurture the more staff will appreciate its value. * Learning issues can be picked up in nurture that would otherwise be missed in the classroom. | | |
| **5** | **AOB**   * Our service along with the other specialist teaching services are undergoing a restructure. We will eventually be joined into one Integrated Teaching Support Service. All of which will be traded. * There will be 4 new centres of excellence. * Future date suggestions to be discussed at the next meeting:   + 06 Oct 2017 – All Saints Primary Bfd   + 08 Dec 2017   + 02 Feb 2018   + 23 Mar 2018   + 25 May 2018 *please check re SATS*   + 06 Jul 2018 | | |
|  | **Volunteer schools for future venues please email** [lynda.hitchen@bradford.gov.uk](mailto:lynda.hitchen@bradford.gov.uk)  **Dates of future meetings** | | |
|  | **Date** | **Time** | **Place** |
|  | 07 Oct 2016  09 Dec 2016  03 Feb 2017  24 Mar 2017  12 May 2017  **07 Jul 2017** | 09.30 – 11.00 am  09.30 – 11.00 am  09.30 – 11.00 am  09.30 – 11.00 am  09.30 – 11.00 am  09.30 – 11.00 am | Ilkley Grammer  Knowleswood Primary  Beckfoot Upper Heaton  Oakbank School  Hollingwood Primary  **Beckfoot Upper Heaton** |
| There was the usual opportunity to stay on after the end of the meeting to network with colleagues/ask questions/consider assignments, etc. | | | |

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