



# The Pod

Specialist Nurture Provision

Prospectus 2021 - 2022

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# Welcome

The Pod is a specialist class at Battle and Langton Church of England Primary School that follows an adapted therapeutic curriculum supporting pupils in engaging with their education, peers and wider community. It is able to meet the needs of pupils that are finding the mainstream classroom challenging and support pupils at our school with interventions in learning and emotional wellbeing.

In addition, due to an agreement with the Local Authority we are able to offer time limited spaces to pupils from schools in our local community. This is through a school referral process.



# Meet the team:



## **Senior Manager - Julie Crocker**

Deputy Head teacher/ Inclusion Manager/ DSL.



## **Fulltime Teacher/Manager**

Completed accredited nurture training, has 3 years of experience with working in the Specialist Nurture Provision, completed Foundation and enhanced Makaton training (stage 8).



## **Fulltime Pastoral Support assistant /deputy manager**

Completed accredited nurture training, has 6 years worth of experience in working for the Specialist Nurture Provision, Thrive trained, DSL trained and completed Foundation stage Makaton training (stage 4).



## **3 fulltime learning support assistants**

Staff is stable and has a wealth of experience and training.



## **Part-time specialist Speech and Language TA**

She has completed KV417 training- Working with pupils with speech, language and communication needs with the University of Brighton. This is a 30 credit, level 4 module. She has also completed speech link training, Narrative training and Elkan training. Foundation level 4 for Makaton.



# The Learning Environment

The Pod is a self-contained building with a suite of rooms at Battle and Langton CEP. The Pod has high handles and a secure door to the school grounds operated by a button with electric release. The main classroom area is fitted with a room divide system including a small kitchen area and pupil toilets. In addition, there is a separate office/quiet work room, disabled toilet, staff toilet, a withdrawal/calm space and a small outside area.



In addition, The Pod has full use of all the school facilities and extensive outside areas. Including the muga, trim trail, outside classroom and secure wildlife pond.

The school site has high secure fencing and electric gates operated by a buzzer/camera system.



# Provision and the Curriculum

The Pod follows an adapted therapeutic curriculum supporting pupils to engage with education, their peers and the wider community. The Pod's ethos follows the six nurture principles:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



The pupils follow individualised curriculums to meet their needs in Maths and English. In addition, a topic-based curriculum runs alongside, meeting and celebrating the diverse interests of the pupils. There is also a high emphasis on outdoor learning.

Zones of Regulation are used across the school to support children's emotional literacy. Pupils can access daily sensory circuit sessions and emotional literacy/social interaction interventions. We also have our own part-time speech and Language specialist TA that works closely with SAL therapists on the pupil's programmes and can work with pupils not yet assigned to a therapist.

At Battle and Langton, there is a full understanding that behaviour is communication and building relationships is key to the success of all pupils. Children feel safe and nurtured and therefore flourish. The overarching aim of the provision is for the children to return to their mainstream link classroom whether that is at our school or their home school.

However, we equally recognise that this may not be possible for all children. For those children we can provide a long-term setting providing the wider benefits of a large mainstream church community primary school with all the support and expertise of a specialist provision. This may lead to the identification that a full specialist setting could be appropriate and we work closely with the Local Authority to facilitate this if needed.

The specialist staff support the wider school, schools in our local area and parents to develop their understanding of neurodiversity, management of challenging behaviour and supporting learning difficulties. All staff receive regular training and have professional discussion meetings.

As a school, we work very closely with the Local Authority ISEND services as well as private therapists. Members of ISEND services are also part of a panel group that make decisions on admission of pupils from local schools and monitor the provision.





# Get in touch

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