

# TCES NURTURE PRIMARY

Newham, London, E16 3NR



A small, specialist primary school providing a specialist trauma-informed, Nurture environment for extremely complex young children.




- Slow integration assessment programme into Nurture classrooms for new students.
- Bespoke integration pathways for every child, allowing them to access small group learning.
- On-site clinical team providing universal, targeted and intensive therapy for all pupils.



## Key Information

- DfE registered site of the TCES East London School
- Small classrooms of up to 6 pupils
- Each class is supported by a Therapeutic Education Practitioner (TEP)
- Unique 'Assessment House' environment for all new starters
- 4.5 days per week – Friday afternoons utilised for essential staff training
- Site capacity: 40

## Common Pupil Profiles

-  Experiences of trauma or adversity.
-  A diagnosed neurodevelopmental condition.
-  Pupils with social, emotional and mental health needs, including mental health diagnosed conditions.

*This is not an exhaustive list. Contact [referrals@tces.org.uk](mailto:referrals@tces.org.uk) to discuss case by case.*

Nurture Primary extends to year 7 to support secondary school transitions.

## Partnered with Nurture International



TCES are delighted to partner with Nurture International from 2024, allowing us to share best practices, access specialist training and deliver an evidence-based Nurture approach.

## We follow the 6 Nurture Principles for Learning:

1. Meeting social, emotional, and cognitive needs
2. Considering how we communicate
3. Building positive self-esteem and self-identity
4. Reflecting on behaviour, developmental needs and our own practice
5. Celebrating diversity and inclusion
6. Feeling emotionally safe

# TCES NURTURE PRIMARY

## Curriculum and timetable

### Curriculum Design

Pupils study one topic that is explored across various subjects. This enables the pupils to focus on developing a good understanding of each topic, across different curriculum areas. This is called the Topic-Based curriculum and it prepares our pupils for Project-Based Learning if they transition onto a TCES school. Students study a wide range of subjects including English, Mathematics, Science, PSHE (inc. RE), Computing, Geography, Modern Foreign Languages (MFL), History, Drama, Art and Design, Design and Technology, Physical Education and Music.

### Enrichment Offer

We compliment our curriculum offer with targeted enrichments to further develop our pupil's social, emotional and mental growth. These include:

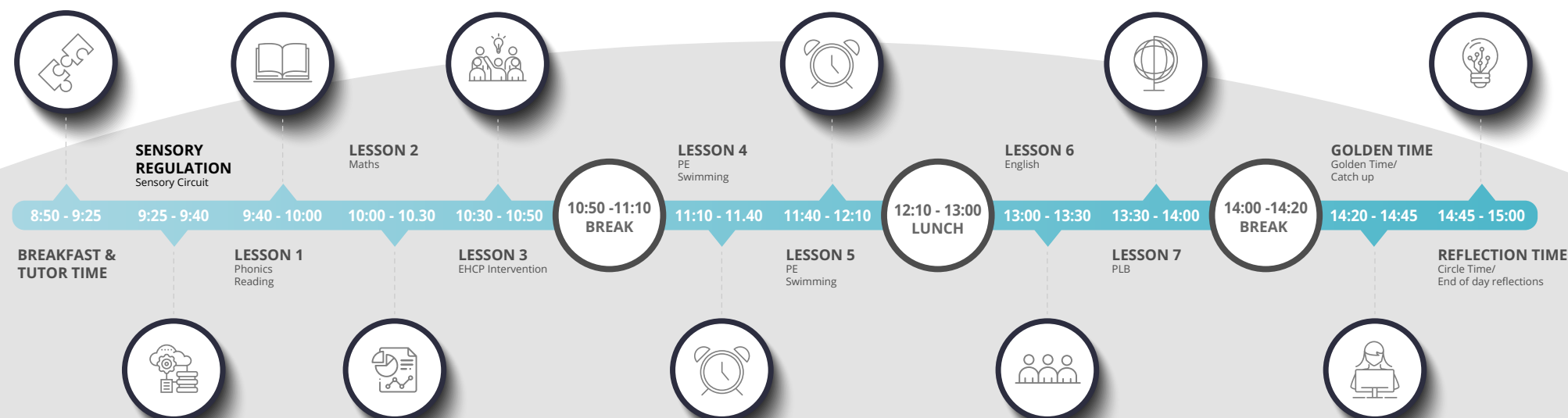
- Weekly swimming lessons
- Master Chef (in-school culinary, where pupils prepare cultural dishes and develop catering skills)
- Lego Club
- Chess Club

### Outcomes

- Pupils learn to work and play together and grow in independence.
- Pupils learn about emotions and the feelings of others.
- Better emotional regulation improves pupils' cognitive functioning and ability to learn.
- Parents/carers are part of our school community and involved in improving outcomes for their child.
- Opportunities to step-down into one of our schools or another local provision.
- Preparation for secondary education.

### Destinations

- Most pupils stay until they graduate at the end of Year 6.
- From 2024, pupils can remain at Nurture Primary until the end of Year 7, allowing for an extra transition year to a secondary environment.
- TCES can arrange a seamless step-down at the end of Year 6 or Year 7 to a TCES School or another named secondary school.





Don't just take  
our word for it

## MEET DAISY

### ○ Before Joining TCES Nurture Primary

- Daisy was in residential care.
- Listed as a 'Child Missing in Education' due to not having a school placement after leaving residential school.
- Daisy's behaviour included incidents with police involvement.
- Faced significant Adverse Childhood Experiences.

### ○ May 2022 - Started at TCES Nurture Primary

#### ○ Progression

- Daisy uses multiple creative mediums and can express herself confidently and well.
- She has a strong interest in drawing, painting, and symbolic play, she has a passion for fashion and makeup.
- Daisy has shown progression in working independently as well as with her classmates. Her overall wellbeing and resilience have developed.
- Daisy displays improved self-regulation and has developed trusting relationships with her teachers.

### ○ April 2024 - Step-down to TCES East London

**Teacher - Lynn:** "Daisy is confident speaking with her peers and staff and can lead when working in a team. Her passion is to achieve a career in the hair and beauty line or work with animals."

**Pupil - Daisy:** "I get a lot more support from my teachers. I am more confident in speaking and interacting with my classmates. I am interested in roles such as an Interior designer, Animal Care and Hair and Beauty. I like the support here."

# MEET CHARLIE

## ○ Before Joining TCES Nurture Primary

- Charlie's prior school attendance was 50%.
- He had six separate fixed-term exclusions.
- Significant difficulties in maintaining relationships with his peers.
- Charlie experienced suicidal ideation and has SEMH needs.
- Charlie often became dysregulated and refused to follow adults' instructions.

## ○ November 2023 - Started at TCES Nurture Primary

### ○ Progression

- Charlie's current attendance is now 98.72%.
- Charlie is an intelligent pupil with a passion for reading. He particularly enjoys English and shows a willingness to engage during lessons. Charlie has expressed his interest in becoming an author.
- Charlie is fully engaged in his lessons and follows instructions led by his teacher.
- Charlie has the potential to develop healthier social interactions and decision-making skills.
- Charlie can flourish with the right support and a team that believes in him. His passion for football and comics can be valuable tools in fostering his engagement and confidence across different areas of his education.

## ○ September 2024 - Step Down to East London School



“Charlie has come a long way. When he first started, he would often walk out of the class and be unable to regulate himself appropriately. Charlie no longer leaves the classroom and is observed actively enjoying being a part of the class and engaging in learning.”

**Claris - Class Teacher**

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