

# Wildflowers Mission Statement

The Wildflowers nurture group is a constructive, child centred, well-being provision, the primary focus of which being the building of positive, trusting relationships with both staff and students.

This is achieved by a philosophy of “unconditional positive regard,” in which all behaviour is viewed as a vital means of communication and not a negative reflection on the child’s personality. This allows the student to come to the realisation that adults can be trusted and relied upon, as the staff working within the group take on a consistent, upbeat, almost parental-like role, acting as role models, guides and mentors.

Through both individual and group tasks, as well as shared positive experiences such as offsite visits, students build trusting relationships with both the Wildflowers staff members and other attending students, developing interpersonal and social skills that they then take with them back to their base class and beyond.

The Wildflowers nurture group consists of 1 group with no more than 5 pupils any given time supported by the consistent staff who monitor the well-being of each student through the use of Boxall profiles, which allow for precise target setting in the exact areas of development required for each individual student. The aim is for each student that attends Wildflowers to spend between 2 – 4 terms attending sessions before returning to their base class full time, still being closely monitored and always with the option of further access being available, if required. Of course, every child is different and this time frame is flexible based on the specific requirements of the student in question. In Wildflowers, the bonds that are made are never broken and previous attendees are always welcome to visit at any time to offload, relax in a safe space or just to say “hi.”

It is our hope, and our aim, to spread a nurturing ethos throughout the school, encouraging both staff and students to take a nurturing, positive approach in regards to their personal interactions both within school and beyond the school gates. This will be achieved with the expectation that all students attending Meadowfield will have a Boxall profile, that the class teacher will implement, support the student to work towards specific goals and review progress across the year. It is felt that all students at Meadowfield school will benefit from working towards specific targets that focus’ on their personal, social, emotional development alongside communication and early cognitive development.

