



A Deep Dive in to Curriculum Intent- Inclusion Faculty (Nurture Group - ARC)



Intent- Design, coverage, appropriateness

Inclusion creates a sense of belonging in society, meaningful relationships, and opportunities to achieve dreams. We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential. We aim to teach all students the skills they need to become independent, resilient and lifelong learners, with the ambition and determination to reach their full potential, regardless of the path they choose when leaving High Tunstall College of Science. Inclusion is not one-size-fits-all, and will look different for each student based on each individual's desires and needs.

High Tunstall's Nurture Group class is made up of students who have a Special Educational Need and/or Disability. The group provides a modified mainstream curriculum in an environment based on the Six Principles of Nurture. We provide support and guidance to enable the student to access mainstream lessons successfully and reach their potential. Alongside this, we use specialist strategies to support the students to raise their self-esteem and confidence which enables them to have positive experiences and gain successes throughout their journey through College.

Whilst following the National Curriculum, the group's main priority is to address the barriers to learning so that the students sense of well-being is improved and they are able to take advantage of learning opportunities and achieve to their potential. Our approach is individually responsive and we consider the human and personal characteristics of all students.

We encourage students to be self-regulated learners that are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. The Six Principles Of Nurture

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 Nurture Group uses a range of traditional and specialist teaching techniques in order to maximise the learning opportunities and promote independence for the students. Many students have individualised learning programmes to assist them to overcome particular barriers to learning, such as sensory or communication difficulties. We also offer additional programmes and therapies, such as Hydrotherapy, Lego Therapy and Sensory Integration.

The Nurture Group provides a curriculum, in line with the mainstream curriculum, which is differentiated to match individual student's ability and level of need. Lessons are divided into smaller chunks of time with each activity serving a clear purpose. Learning opportunities are designed to be relevant and meaningful for each student, whilst helping to prepare them for adult life. Students have increased opportunities to take part in activities within the community setting and also to develop links with post-16 providers and other services.

The curriculum has been designed in collaboration with Faculty Leaders. The curriculum is built to teach mainstream curriculum content, at an appropriate and individualised level, to ensure learners gain success and make progress. Staff explicitly teach students to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the student becomes proficient, allows students to develop skills and strategies before applying them in independent practice. Challenge, at an appropriate level, is integrated throughout the curriculum and it is crucial to allow the Nurture Group students to develop and progress their knowledge of tasks, strategies and of themselves as learners. Learning journeys produced for all subjects to show sequential learning across units and topics.

The Nurture Group Teacher attends some Faculty Planning meetings to ensure that there is an opportunity to discuss any issues arising, ensuring that planning can be changed and adapted as needed.

KS3 – Students follow the whole school KS3 curriculum.

KS4 – Students follow the whole school curriculum for English, Maths and Science and option choices (if appropriate). Students follow a curriculum designed to provide qualifications (BTEC, ASDAN, GCSE).

Enrichment

Educational Visits, Guest Speakers, ICE (Independence and Community Engagement curriculum)

Key Concepts: Developing relationships - Embedding learning - Developing social skills and life skills - Developing resilience - Learning in a cross-curricular way - Encourage engagement - Encourage independence

Cultural capital, locale and careers- Students are offered opportunities to engage in careers fairs and assemblies, meetings with Careers Lead in college and extended transition to post-16 provision. Half-termly, students take their learning outdoors and into the local community. Representatives and speakers from certain professions, nursing, fire and police for example, also visit the group and lead lessons around their role and staying safe in the community. Students have also been on visits within the local community, to Newcastle, to Beamish Museum and The Centre for Life. Students are also encouraged to go on residential visits with their tutor group. We are also increasing our contacts with local businesses and FE providers and inviting them to come and speak to our students giving them a wider insight on how their current studies can influence future careers and studies.

Inclusion - In the Nurture Group, we recognise that every child matters and we aim to respond to each student's needs, taking into consideration their: Cultural background - Life experiences – Strengths - Communication needs - Emotional and social needs - Developmental needs - Physical needs

Every lesson has differentiated tasks and resources, and lessons are adapted according to the needs of the students in front of them.

Staff Development- Year-round whole school CPD programme in place to address gaps, specialist courses and qualifications for a range of needs, staff mentoring, teacher training opportunities.

Implementation- Curriculum, Teaching (Pedagogy), Assessment (Formative and Summative)

We teach a three-year rolling curriculum designed to encourage development and embedding of key skills through practical and written work. The curriculum, which is carefully broken down into small steps with frequent opportunities for repetition, reinforcement and encouragement, is delivered in a multi-sensory approach.

Techniques to ascertain the success of learning include bounce questioning, recall and retrieval tasks and through the periodical usage of both formative and summative assessment. Students engage in conversations about their work to fully understand areas of strength and areas for improvement. Throughout each lesson there are progress checks that students complete to assess current understanding, and these are then used to allow students to move through the lesson along different pathways and at different paces depending on their confidence and understanding.

Assessment

Examples of **formative assessments** may include: observations, photographs, pupil work files or books, verbal or written marking and feedback from individual lessons, quizzes, discussion and questioning, pupil self-assessment, peer marking, visible Learning e.g. through the use of whiteboards

Examples of **summative assessments** may include: Internally Devised Test Materials at the end of a unit, topic or module, measuring progress against EHCP, CSP targets, measuring progress against the Autism Education Trust Framework, external Accreditation e.g. GCSE, Entry Level Qualifications, BTEC Qualifications, ASDAN

Impact- Attainment and progress, Reading, Destinations

- All Key Stage 4 students are accessing a curriculum with a route to qualifications
- Improved attendance and engagement in the curriculum by all students
- Students make progress in line with their academic ability
- Reduction in behaviour points for all students
- All students have an EHCP – not all of the students started in the Nurture Group with an EHCP
- Students move on to a post-16 provider

Re-integration

Transition times are critical points for nurture students.

- Reintegration back into the mainstream class is planned carefully and shared with all members of staff involved and parent/carers. Readiness for reintegration is also shared with the students.
- The Boxall profile, parental and student views, staff meetings and observations are used as a guide to show when a student is ready for this process to start.
- The process is agreed in discussion with the student, parent/carers, Deputy Head Teachers, Senior Teacher for Inclusion, Assistant SENDCo, Faculty Leader and parents.
- Students are supported to feel a sense of achievement and to understand the process of reintegration. Nurture staff shift focus to support the student in mainstream class. Class teachers are offered guidance and strategies to support them.
- We recognise that all students are individuals and the process of reintegration is monitored closely by all parties involved. The pace of return must be adapted to suit the needs of the student.
- Some students may need to retain links to the Nurture Group.

Reintegration Route 1

- Students require specialist environment and are not ready to access the mainstream environment so subject specialists come to the Arc to deliver their subject within the Arc. All teaching happens in the Arc.

Reintegration Route 2

- Students access mainstream classrooms with the Nurture class. This is for part of their timetable. Subjects may be taught by subject specialists.

Reintegration Route 3

- Students access mainstream lessons with support from a Nurture Group Inclusion Assistant.

Reintegration Route 4

- Students access mainstream lessons independently with shared support available if required.

Intervention Aims

Aims – Linked to AET (Autism Education Trust) Progression Framework:

Communication and Interaction

Social Understanding and Relationships

Sensory Processing

Interests, routine and processing

Emotional understanding and self-awareness

Learning and engagement

Healthy Living

Independence and community participation