

HTCS INCLUSION FACULTY

Nurture Group Story



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1. Faculty Ethos

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.

The College operates a Nurture Group from within its student body. Students who are identified by the College, who are in need of a more nurturing curriculum and climate, are selected and educated within the Nurture Group. Students are not expected to be in the Nurture Group for 5 years as it is designed to help and support young people reintegrate into mainstream when they have developed the social, emotional and academic skills.

Students must have an Education, Health and Care Plan in order for the College to consider a short-term placement in the Nurture Group.

The Nurture Group move around the school and use different classrooms for each lesson. Students accessing the Nurture Group are not taught only in one single area of the school.

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. For students accessing the Nurture Group, we plan that this will only be short term and our end goal is always to reintegrate students into mainstream lessons.

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.

We follow 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

Our Aims

- To have a predictable, calm and purposeful environment and timetable.
- To provide a broad and balanced curriculum suited to each student's individual needs.
- To develop social skills and life skills.
- To develop relationships between adults and students, building trust, confidence and reliability.
- To promote independence.
- To develop responsibility for self and others.
- To help students learn appropriate behaviour.
- To help students learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To work in partnership with parents and carers to achieve consistency of approach at home and college.
- To provide an on-going assessment using the college assessment and tracking system and evidence towards EHC plan outcomes.

Success Criteria

- We provide affirming, positive and manageable sessions;
- Time-out is seen as an effective sanction;
- The incentives used are seen as desirable by the students;
- What is acceptable and unacceptable behaviour is made clear;
- Any inappropriate behaviour is spotted quickly and dealt with;
- A session's routines provide security;
- The students are given unconditional warmth and acceptance;
- The students have greater attention in class;
- The students gain confidence and are more willing to take on new challenges;
- The sense of success enables the students to put more effort into their work.

SPELL is the National Autistic Society's framework for understanding and responding to the needs of autistic children and adults. It focuses on five principles that have been identified as vital elements of best practice when working with autistic people, and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

The SPELL framework recognises the individual and unique needs of each child and emphasises that planning and intervention be organised on this basis. The SPELL framework can be used with all autistic people, regardless of age or level of support needs. It provides a context for and is complementary to other approaches, notably TEACCH.

What is the SPELL framework?

Structure

Structure makes the world a more predictable, accessible and safer place. We can support autistic people by creating structured environments using visual information. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. Environments and processes can be modified to ensure each person knows what is going to happen and what is expected of them, thereby reducing anxiety.

Positive (approaches and expectations)

We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

Expectations should be high but realistic and based on careful assessment. Assessments should be made from as wide a perspective as possible and should include a view of the barriers in accessing opportunity. For example, some autistic people may have difficulty with verbal communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech but this may mask other difficulties.

Many autistic people may avoid new or potentially aversive experiences, but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. This is a key ingredient in the 'craft' of working with autistic people.

Making efforts to understand, respect and relate to the experience of the autistic person must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible, paying attention to noise levels, colour schemes, odours, lighting and clutter, for example. Some people may need more time to process information, especially speech. Clear information should be given in the medium best suited to the individual, with care taken not to overload or bombard.

Some people may seek out sensory experiences. This is best achieved with an approach where the input can be regulated.

Low arousal should not be confused with 'no arousal'. It is of course desirable that people are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled. Supplementary relaxation and arousal reduction therapies, multi-sensory rooms, music and massage, sensory diet etc. may be helpful in promoting calm and general well-being, and in reducing anxiety.

Links

Autistic people, their parents or advocates should be seen as partners. Recognise the benefits of sharing information and working alongside the individual, their families and other professionals. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches. Create and maintain links between the individual, their wider support networks and the community

What is TEACCH and why do we use it?

The TEACCH approach tries to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.

TEACCH values

Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to autistic people and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and Cooperating - with colleagues, other professionals, autistic people and their families.

Holistic – adopting a holistic approach, looking at the person, their family and community.

2. Curriculum Map and Rationale

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.

The curriculum is designed as a three-year rolling program in KS3 and a two-year rolling program in KS4 to ensure that all content and skills are covered at a pace suitable for each student. Each subject, planned in line with the mainstream curriculum, is a series of steps, beginning with activating prior knowledge and leading to independent practice before ending in structured reflection. Each curriculum is designed to revisit content throughout the program to ensure students are given the opportunity to build upon what may have already been transferred to their long-term memory.

The Nurture Group curriculum has been designed alongside Faculties to ensure that content of the Curriculum is in line with mainstream classes. Faculty Leaders have developed the Nurture Curriculum in collaboration with the Nurture Group Lead Teacher to ensure students cover the appropriate content and skills required to support re-integration back into a mainstream class. Resourcing and work samples are moderated through termly moderation meetings with Faculty Leaders. The Nurture Group Lead 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.

Reintegration into mainstream, where appropriate, is important for the Nurture Group students, so the curriculum is streamlined to ensure that the same topics, and lesson sequences, are taught in mainstream classes and the Nurture Group. The curriculum provides students with regular opportunities to embed and make links between key skills in each subject area through repetition and reinforcement. For students who are unable to access

and reintegrate into mainstream classes, they attend lessons as part of the Nurture Group in mainstream classrooms where they may be taught by subject specialists.

How do we develop metacognitive strategies to promote effective learning and long-term memory recall?

1. Activating prior knowledge at the beginning of each lesson through a recall Bell Task or Starter activity
2. Explicit strategy instruction
3. Modelling of learned strategy instruction
4. Memorisation of a strategy through the use of visuals, songs, rhymes and colour for example
5. Guided practice
6. Independent practice
7. Structure reflection and self-assessment

What specialist teaching approaches do we use?

Staff use a wide range of specialist teaching approaches and assessments which are relevant, personalised and productive including aspects of:

- TEACCH
- SPELL
- The Boxall Profile
- Evidence for Learning to track EHCP outcomes
- Autism Education Trust Framework
- Multi-sensory approaches
- Colourful Semantics
- Use of Widgets
- Social stories
- Hydrotherapy sensory and physical sessions
- Inclusive PE
- Deep pressure strategies
- Sensory Circuits and Diets
- Restorative approach to behaviour

The environment, within the ARC, is designed to accommodate some of the sensory differences experienced by our students by providing sensory equipment, a SafeSpace and break out spaces for individualised regulation, work and communication activities.

Routine and structure have key roles in the organisation of the Nurture Group day. The classroom environment and individual work patterns; visual timetables, individual schedules, working towards contracts, individual work stations and clear routines establish and reinforce expectations for the students, help them to understand the day's events, reduce anxieties and support the learning process.

Curriculum access will be facilitated by using a predictable approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom

What subjects, interventions and qualifications do we offer?

Compulsory	Option Blocks (Qualifications)
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Key Stage 3:

English	Maths	Science	History	Geography	CPE	Inclusive PE
Computing	Design and Technology	Music	Art	Drama	MFL	PSHCE
Food and Nutrition	Independent , Community, Engagement Curriculum (ICE)					

Key Stage 4:

GCSE English	GCSE Maths	GCSE Science	Functional ICT Level 3	ASDAN Personal, Social Development – Entry Level 1	BTEC Home Cooking Level 1
BTEC Introductory to Hair and Beauty – Level 1	BTEC Introductory to Performing Arts – Level 1	BTEC Introductory to Land Based Studies – Entry Level 3	BTEC Introductory to Digital Media – Level 1	GCSE'S/Mainstream Options We encourage our students to access all or some mainstream GCSE options for the KS4 program of study.	

What interventions do we offer?

Intervention	Intent	Implementation	Impact
Fine Motor Skills	To develop students fine motor skills in line with recommendations and individual programmes provided by Occupational Therapy and Physiotherapy.	Intervention delivered in line with recommendations from Occupational Therapy and Physiotherapy. Generally students access fine motor skills activities for 10 minutes a day with support from an Inclusion Assistant.	Impact monitored through Occupational Therapy and Physiotherapy assessments.
TalkAbout Social Skills	Talk About used a hierarchical approach to teaching social skills - self-awareness and self esteem, non-verbal behaviour, verbal behaviour, friendship skills, assertiveness skills. Basic skills are taught first and more complex skills last. Students are able to start at a level appropriate to their needs and then progress through the levels until they reach their full potential.	1 hour per week, Quality First Teaching strategies, small group work and discussions, worksheets and handouts, practical activities.	Impact is measured by comparing Baseline and end of intervention self assessments, Boxall Profiles, evidence towards EHCP outcomes, observations by staff of students applying learning from intervention in a range of circumstances.
Emotional Literacy	To develop cognitive skills to embrace change and become aware of sensory sensitivities that may impact daily living. Relationship building activities allow students to explore perspective taking, expressing emotion and developing mindfulness in communication. Sensory integration is explored through personal tolerance to sensory experiences.	1 hour per fortnight, Quality First Teaching strategies, small group work and discussions, worksheets and handouts, practical activities	Impact is measured through discussion with parents, Boxall Profiles, evidence towards EHCP outcomes, staff RAG on intervention tracker, observations by staff of students applying learning from intervention in a range of circumstances, students ability to apply coping strategies to deescalate their behaviour
Outdoor Learning and Gardening	Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. Outdoor learning involves the transformation of knowledge, skills, attitudes	2 hours a fortnight delivered by science teacher with forest school qualifications. Inclusion Assistant support.	Students will: Foster a connection that leads to respect and care for the natural world, an appreciation of biodiversity and sustainability, and pro-environmental behaviours.

	and behaviours through direct engagement with the outdoor environment for the personal and social benefit of individuals, families, society and the planet.		Develop a sense of place leading to greater engagement with the community and an appreciation of the opportunities available to live, learn and work in the local area. providing a safe and supportive setting to enhance social skills, appreciate and value difference. Encourage loving and meaningful relationships across generations that foster tolerance, respect and kindness. engagement with nature and the environment for health, wellbeing and nature connection, leading to lifelong participation and outdoor competence. Develop character, resilience, positive risk taking.
Hydrotherapy	<p>Physical development sessions: Delivery of individual programmes provided by Physiotherapy for certain students with personalised targets.</p> <p>Sensory Sessions: As well as developing physical skills, a sensory pool can be used for a wide variety of activities, including colour and shape recognition, cause and effect understanding, tracking and switching skills, as well as social interaction and relaxation.</p>	<p>Small group sessions led by trained Inclusion Assistant. 1 hour per week. Specific programmes to support wheelchair users and Nurture Group students.</p> <p>*physical development sessions *sensory sessions</p>	<p>Physical: Impact assessed by physiotherapist</p> <p>Sensory: Students are able to be safe in the water. Students will demonstrate increased mobility and communication and interaction between each other will be enhanced. Students will experience all 8 senses and relax in the heated water without fear.</p>
Sensory Diets	A sensory diet is a group of activities that are	Specifically scheduled into a students day as and	Sensory Diets that have been created by

	specifically scheduled into a students day to assist with attention, arousal and adaptive responses. The activities are chosen for that child's needs based on sensory integration theory. The use of specific types of input; proprioceptive, tactile, visual auditory, vestibular, gustatory, and oral motor are introduced during various times of the day and assist the brain in regulating attention and an appropriate level of arousal. A sensory diet is designed to keep a flow of these neuro-chemicals steady in the brain throughout the day for improved learning.	when required. Inclusion Assistant support. Sensory Diets are usually created by Occupational Therapists.	Occupational Therapists are monitored through Occupational Therapy assessments. Students are able to regulate attention and arousal for improved learning.
Lego Therapy	LEGO® Therapy is an intervention that supports students with communication and interaction difficulties to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving.	6 weekly intervention of 40 minutes per week ran by trained Lego Therapy Lead Teacher. No more than 3 students.	Students will develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. They will apply their skills to a range of circumstances outside of the intervention.

What is our reengagement in learning approach?

- Close collaboration between primary and secondary schools to prevent students' disengagement at transition.
- The involvement of a wide variety of adults within the school and the community to support the students e.g: parents, other Specialist Teachers in the school and the community, EAL support, LAC support.
- Regular and effective communication with parents and carers, including involving them closely in determining the strategies to be used to support their child.
- Modifying the curriculum and drawing upon special interests of the student to encourage reengagement in learning
- Close working relationships with local agencies responsible for supporting children and young people.
- Personal timetable with the inclusion of incentives and rewards for engagement in learning.

3. Inclusion

In the Nurture Group, all of our students are equally important. This applies to all aspects of their education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our students to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

In the Nurture Group, we recognise that every child matters and we aim to respond to each student's needs, taking into consideration their:

1. Cultural background;
2. Life experiences;
3. Strengths;
4. Communication needs;
5. Emotional and social needs;
6. Developmental needs;
7. Physical needs



4. Assessment

Exams can be stressful for all students, but particularly for autistic children and young people who may struggle with revision and the exams themselves. Autistic students and young people are supported to make appropriate exam choices. In doing so, teaching staff:

- consider the young person's ability to cope with the additional pressure and decide on the number of exams and assessments to be taken accordingly
- consider the young person's emotional state and impact an assessment would have on them
- consider any comorbid diagnoses that could be giving a false representation of their abilities, eg hyperlexia.

We recognise that assessment is crucial for supporting the learning of all pupils and can contribute to the process of inclusion, but it can also present a barrier.

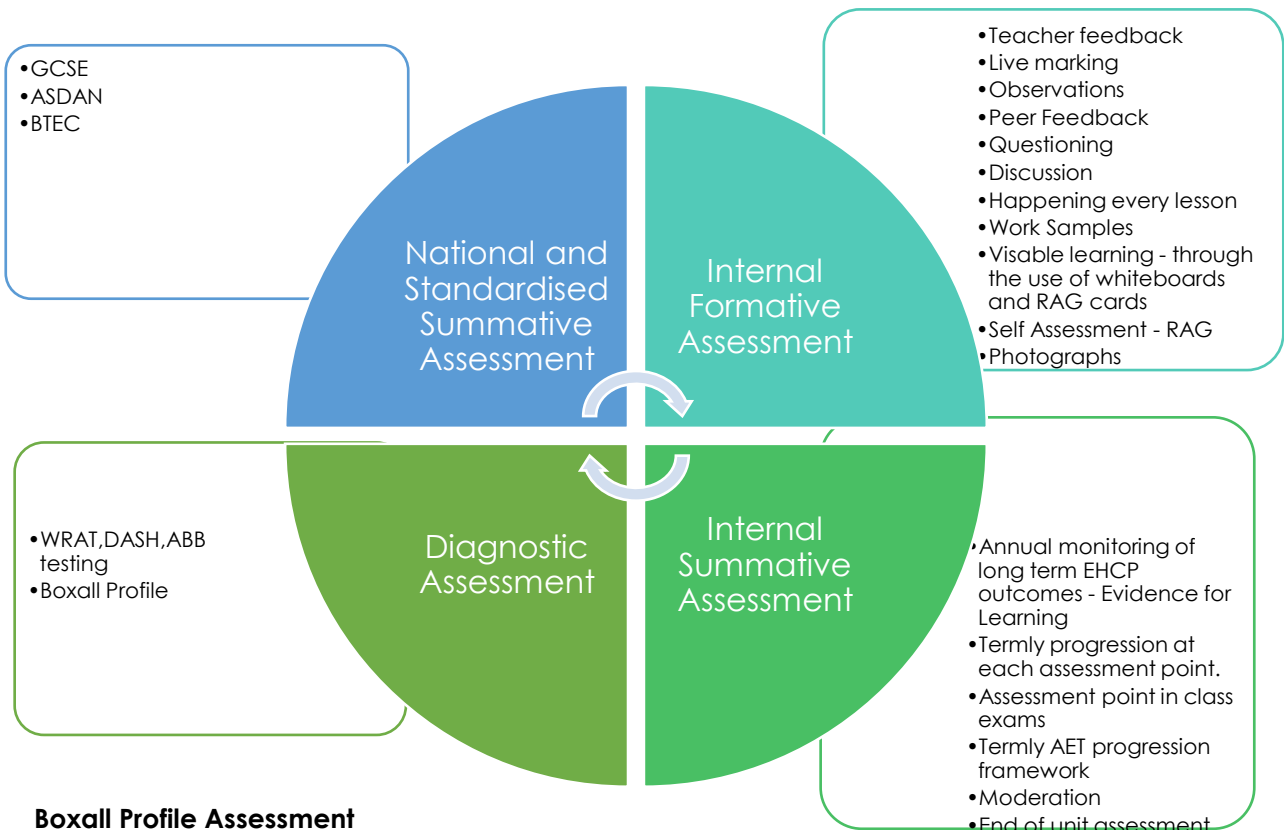
Assessment involves an understanding of both the formative process (when we ask what, when, why and where pupils learn) and the summative process (when we recognise what pupils have learnt). Where appropriate, some students may also access National Standardised Summative Testing or Assessments.

Formative assessment is 'day – to – day' assessment which is based on students ability to achieve individual outcomes and learning objectives set, providing feedback and, where possible, encouraging pupils to be reflective upon their own learning. It supports teachers in providing further support or extension activities as necessary and helps to inform and structure progress.

Summative assessment is used as a baseline from which progress can be measured, strengths and weaknesses can be highlighted, planning can be informed and teaching and learning can be monitored.

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.



Boxall Profile Assessment

It is important to recognise emotional progress as well as academic and the use of Boxall Assessments is essential, for targeted students, to show progress outside of the academic and for on entry and exit assessment.

On completion, the scores of each individual student are compared to the standardised emotional literacy scores of children of a similar age group.

Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically. Both profiles have two sections, each consisting of a list of 34 descriptive items. Students Boxall Profiles are updated termly.

How is assessment reported to parents and carers?



Assessment is reported in the following ways:

- Reviews every 6 months a phone call or face to face meeting is held with parents and carers of the student's in the Nurture Group. This is then logged on CPOMS by the Assistant SENDCo.
- Assessment and progress reports, three times a year, in line with whole school data entry point. Academic data and progress are indicated on the report as well as a comment against progress within the five areas of need.
- Parents evenings
- EHCP review – Evidence towards targets are tracked through Evidence for Learning.

5. Enrichment

Key concepts for enrichment opportunities:

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

6. Cultural Capital, Careers and Locale

At High Tunstall, the Nurture Group curriculum aims to enrich student knowledge and develop their understanding of the benefits of learning about the world and other cultures, whilst exploring opportunities and advantages in the labour market.

Students are encouraged to be aspirational and set themselves achievable and aspirational goals for the future. Students are offered opportunities to engage in careers fairs, careers lessons, virtual and practical works experience and assemblies, meetings with Careers Lead in college and extended transition to post-16 provision. Students are taught about employability skills and offered work experience in KS4.

Our extra-curricular visits, guest speakers and ICE (Independent, community engagement) curriculum develop students' cultural capital. Half-termly, students take their learning outdoors and into the local community. Representatives and speakers from different professions such as nursing, fire and police for example, also visit the group and lead lessons around their role. Students have visited different parts of the local community, Newcastle upon Tyne, 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 further education providers by inviting them to come into college and speak to our students giving them a wider insight on how their current studies can influence future careers and studies.