



NURTURE SEND CLASS

CURRICULUM AND KEY INFORMATION

Inspire | Support | Achieve

CONTENTS



ETHOS	1
AIMS	2
SPELL FRAMEWORK	3
CURRICULUM	4
CURRICULUM AND INTERVENTIONS	5
INCLUSION	6
ASSESSMENT	7
ENRICHMENT/CULTURAL CAPITAL	8



ETHOS

The College operates a 20 place Nuture class from within its student body.

This class can not be named in a students EHCP.

Students who are identified by the College, who are in need of a more nurturing curriculum and climate, are selected and educated within the Nuture Group.

Students are not expected to be in the Nuture 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 Nuture class.

The Nuture class move around the school and use different classrooms - they are not based in a single classroom at all times. Students accessing the Nuture 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 Nuture 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

AIMS

- To have a predictable, calm and purposeful environment and timetable.
- To provide a broad and balanced mainstream 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.
- To support and prepare students to reintegrate back into their mainstream classes.

SPELL FRAMEWORK



Understanding and Responding to Autism: The SPELL Framework

We use the SPELL framework (National Autistic Society) to help us to understand and respond to the needs of autistic young people. It focuses on five principles that have been identified as vital elements of good 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 adult 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.



S STRUCTURE

P POSITIVE (Approaches and expectations)

E EMPATHY

L LOW AROUSAL

L LINKS

CURRICULUM

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.

The Nurture Group provides a curriculum, in line with the mainstream curriculum, which is adapted 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.

CURRICULUM

Reintegration into mainstream, is important for the Nurture Group students. The curriculum provides students with regular opportunities to embed and make links between key skills in each subject area through repetition and reinforcement.

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

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.

Assessment is in line with mainstream assessments.

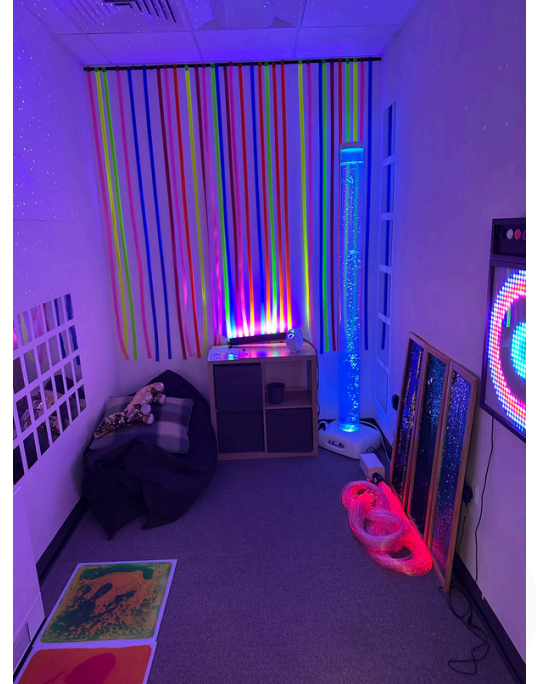
WHAT SUBJECTS AND INTERVENTIONS DO WE OFFER?

KS3

- All mainstream subjects
- Outdoor Education

KS4

The expectation is that all Nurture students will be ready to reintegrate into their mainstream classes by the end of Year 9. If this is not appropriate, they will join our 10 provision group with RISE students.



Interventions

- Fine Motor Skills
- Targetted OT and Physio
- Times Tables Rockstars
- Reading
- Lego Therapy
- Outdoor Learning and Gardening
- Zones of Regulation
- Handwriting
- Lego Therapy
- Sensory diets



INCLUSION

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, CIOC 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.

In Nuture, 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 Nuture, 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



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



CULTURAL CAPITAL

At High Tunstall, Nuture 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 preparing for adulthood 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.