

Subject Leader

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Overview

Nurture is a pathway within our schools which gives additional support to some of our learners. Nurture lessons are taught through a primary model which reduces transitions between rooms and staff during their school day, this pathway allows for a greater degree of flexibility to meet the needs of our learners and also enables enhanced consistency of routines and support.

- At The Kingsmead school, our students are supported through either a Core, Hybrid or Nurture pathway in both KS3 and KS4 (Nurture only in Y7). There are currently 8 Nurture groups at The Kingsmead School ranging from Y7-11 and 4 Hybrid groups at The Kingsmead School in Y8-11.
- At Bridge Street School, we have a Nurture pathway for students in Y7-9 and specialist Language Acquisition groups to give dedicated, personalised and specialist support to some of our EAL students in KS3/4. There is also a core pathway for students in Y9-11.
- In September 2023, at Castle School, we will be launching our Nurture pathway alongside our core pathway in KS3 to provide an enhanced setting for students who are best supported to learn through a primary model with reduced transitions.

Nurture pathway

Our Nurture students at The Kingsmead School, Bridge Street School and Castle School benefit from a broad, balanced and appropriately challenging curriculum. Students within this pathway benefit from a primary approach to their learning, having a Nurture teacher and TA as their key workers and a fixed Nurture classroom which is solely used for their group, acting as a safe space and reducing the amount of transitions for our student's throughout their day. Their Nurture teacher teaches the group English, Maths, PSHE, Science, Themed Curriculum, Computing and S.E.L.F (also Art at Bridge Street), the students have subject specialist input in Physical Activity and Food Technology and also have either 1 or 2 half days of vocational placements each week. Vocational placements are matched, where possible, to best suit the needs and interests of the students within the group.

Whilst all students are different and there is no specific criteria for a student to access each pathway, generally students who access a Nurture pathway may struggle to generalise their skills and strategies independently, they may find transitions between different places difficult, they may have specific anxieties which lead to school refusal, they may have difficulties forming relationships with a wide range of people and prefer working closely with a small team or they may have a specific learning needs which requires a higher level of personalisation or repetition of learning to master a skill.

The Nurture teacher is able to offer consistency of approach relating to things such as approaches to behaviour management, personalised SEN arrangements, academic challenge and recommendations from outside agencies (e.g. therapists, social workers). They also have flexibility of timetables; being able to move seamlessly between lessons, moving onto the next lesson early/late or changing the order of lessons. This aims to give their students the best chance to retain new learning, access longer lessons to complete a learning cycle naturally or access learning outside of the classroom. The Nurture pathway offers students a space to learn specific skills and strategies that they will need to access school, their local community, friendships and life with increasing independence and safety. This is achieved through explicitly naming social conventions, explicitly teaching classroom skills, explicitly explaining social faux pas so that our students are able to put reason with action and build a repertoire of skills and strategies that, due to the consistency of approach, they can over rehearse until they can generalise it and use it independently.

Careful consideration is taken to place students in an appropriate pathway and the pathways are not fixed, we respond to each student's progression of skills, development of needs or requirement for support to ensure that students have access to a pathway which best suits their developing needs.

Hybrid

In addition to our Nurture offer, we also provide a Hybrid pathway at The Kingsmead School for students in Y8-11. The Hybrid pathway was developed to give some students a stepping stone between Nurture and Core. Students who access a core pathway have multiple transitions of both location and teacher throughout their day. The step between Nurture and Core for some students is a big one, just as many students struggle with the step between Y6 and Y7. The Hybrid pathway includes lessons taught by subject specialists in English, Maths and Science, whilst having their Nurture teacher input through PSHE, Computing and S.E.L.F. Hybrid students have the same access to Food Technology, Sports and Vocational as their peers in Nurture and Core. Hybrid gives students access to a gentler approach, beginning the year with subject specialists teaching within the Nurture classroom to give the students exposure and develop their resilience to transitions of staff. The subject specialists then work with the Nurture teacher to develop a plan for transition into the subject specialist classroom when appropriate, the students are supported at their own pace to access the new spaces. The Nurture teacher works closely with the subject specialists to ensure continuity of strategies for students who are not yet able to verbalise or facilitate their strategies independently.

Whilst all students are different and there is no specific criteria for a student to access each pathway, generally students who access a Hybrid pathway may need a variety of staff and spaces who provide 'fresh starts' within the day, they may prefer a greater level of independence, they may need regular movement breaks which change of lessons provide, they may be able to articulate their wants and needs with increasing independence.

S.E.L.F

Students in a Nurture or Hybrid pathway have access to S.E.L.F on their timetables. The S.E.L.F curriculum is designed to teach explicit skills and strategies which our students need to enable them to access the broad and balanced curriculum offer here at school and beyond.

The S.E.L.F curriculum for KS3 is structured around the school values of RESPECT where students can progress through Bronze, Silver and Gold outcomes within seven units. The seven units work towards essential skills such as emotional regulation, metacognitive strategies, life skills, school engagement and skills for building positive relationships. This compliments the school's PSHE curriculum which aims to equip students to live healthy, safe, productive, capable, responsible and balanced lives.

For students in KS4, the S.E.L.F curriculum builds upon the skills, knowledge and understanding gained in KS3 with a specific focus on using these skills to live independent, fulfilled lives after School. Students work towards an Asdan qualification in personal and social development, with units chosen specifically to target the needs of the cohort and the barriers they currently face in accessing Post 16 placements and the wider world. These units focus on areas such as preparation for work, managing social relationships, personal safety and managing own money.

Nurture benefits from a flexible approach to learning while still holding high expectations for progress and achievement from our students.

Curriculum Intent

Our Hybrid and Nurture students benefit from a broad and balanced Nurture curriculum which consolidates core subject learning, teaches specific learning and social skills, re-engages learners and prepares them for life beyond Nurture. The Nurture curriculum is designed to provide a holistic, personalised approach to learning and enable our students to be involved in a range of opportunities and experiences in a safe and structured environment. Lessons aim to encompass a variety of activities to structure and extend learning in an engaging, non-threatening way.

Extensive research went into the selection of a curriculum/programme for students in KS3 S.E.L.F to teach explicit skills and strategies which our students need to enable them to access the broad and balanced curriculum offer. However 'off the shelf' programmes did not provide the personalisation, flexibility and high expectations which were needed for our students. We created our own S.E.L.F curriculum which is structured around the Kingsmead values of RESPECT where students can progress through Bronze, Silver and Gold outcomes within seven units. The seven units work towards essential skills such as life skills, engagement with school, emotional regulation, metacognitive strategies and independent travel. It also draws upon entry 1-3 ASDAN units, SMSC outcomes, Gatsby benchmark statements and Prince's Trust objectives to form a holistic offer.

In addition to S.E.L.F, students have access to a broad offer of subjects. The Nurture and Hybrid pathways enable our experienced staff to develop sequences of learning which are appropriate for the current learners and their history. Many of our learners join us with significant gaps in education and/or social skills. It is imperative that our students are given the opportunities to learn and explore the world around them safely and appropriately, so they are ready for life beyond school. We have the same high expectations of students despite the pathway they learn within. There is no barrier to achievement and a Nurture pathway does not restrict their access to high quality academic experiences or qualifications appropriate for their next steps.

Curriculum Implementation

KS3

The Values curriculum is structured around the Kingsmead value of RESPECT. There are 7 overarching values, each value is split into 4 units and each unit has 2 assessment objectives. The units remain the same for Bronze, Silver and Gold, however the skill development progresses as they students move through the curriculum. Typically students will access Bronze in Y7, Silver in Y8 and Gold in Y9, however our students are all individuals with their own prior experiences and needs. When students start with us in Nurture or Hybrid a meeting is held with the Nurture teacher and the Head of Department to select an appropriate level for the student. Students access all units throughout the year to ensure all students have access to the range of learning experiences. The order of units to be covered is at the discretion of the Nurture teacher, this allows our teachers to plan sequences of learning which are appropriate to the needs and priorities of the students at that time.

The first stage of implementation began at The Kingsmead School in October 2022 and at Bridge Street School in April 2023, this included the launch of the curriculum and new evidence systems. The second stage of implementation will roll out in September 2023 at all sites and will include:

- Awards afternoons - At the end of each term, students and parents/carers will be invited in for an awards afternoon. During this session, any student who has completed a full value (all 4 units within the value) will be rewarded with a certificate and their name will go into a raffle to win a selection of prizes. This awards afternoon will also be used to celebrate their wider achievements, books/folders will be available to see, teachers will be available to speak to and photos will be displayed showing the range of activities students within the Nurture/Hybrid pathway have engaged in

- Assessments - Students access 5 units per half term and will then be provided with an assessment activity during the last week of half term for each unit they have covered. The assessments give our teachers a clear indication of students who have mastered a skill and those who will require further support or guidance.

Overarching Value	Unit 1	Unit 2	Unit 3	Unit 4
Responsibility	Keeping healthy	Independent living and personal care	Personal safety	Rules, routines and expectations
Empowerment	Emotional & Physical wellbeing	Road safety and travel	Developing confidence and self-esteem	Problem solving and thinking skills
Sense of belonging	Class development project	Community & volunteering	School rules and ethos	Democracy
Personalised learning	EHCP/IEP outcomes	Special interests & leisure time	Careers	All about me
Empathy	Positive relationships/Group activities	Peer support	Right and wrong	Mutual respect
Consistency	Social expectations	Understand, express and manage own emotions and behaviour	The rule of law	Progress and achievement
Tolerance	Understanding others' emotions and behaviour	Faith and belief	Cultural activities	World languages and cultures

KS4

In September 2022 our KS4 ASDAN qualification route was launched. Personal and Social Development units were chosen specifically to meet the needs of the KS4 cohort at The Kingsmead School to offer a knowledge based qualification which supports our young people in becoming confident individuals and being responsible citizens. The skills developed within the KS3 Values curriculum support students in accessing the ASDAN units.

For students starting Y11 in September 2022 a 1 year plan was put into place to enable them to secure a PSD award at Entry 3 (6 credits), the main 2 year course is structured to support students in achieving a PSD certificate at Entry 3 (13 credits).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	Healthy living	Managing social relationships	Environmental awareness	Food safety in the home and community	Personal safety in the home and community	
Y11	Preparation for work	Managing own money	Finalise & recap Explicit examination support and development of appropriate stress strategies			