



*Hinchingsbrooke School*

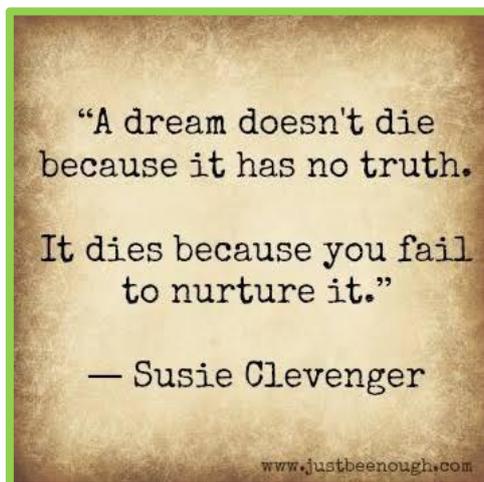
*Inspiring excellence  
Fulfilling potential  
Developing character*

# Nurture Provision Overview Handbook



*Edition 1 – September 2020*

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## Introduction

*The Nurture Provision at Hinchingsbrooke School was introduced to ensure that the needs of all learners were met throughout their educational journey.*

It was recognised, by senior leaders, that increasingly more students were transitioning into senior school that were not fully 'secondary ready' in either academic, social and emotional terms, or in both. The idea of the Nurture provision came from a desire to be able to fully meet these students needs whilst maintaining the high aspiration and fulfilment of potential that we have for all students. The idea that they needed a different type of support that can cultivate their basic academic skills in a fully inclusive manner, but ensure they still had access to a curriculum that was broad and balanced in every way led to the development of the Nurture provision that exists in Year 7 and 8 today.

The Nurture provision provides support in relation to basic academic skills and 'catch up' in an inclusive and targeted way, and where applicable, it supports students' self-esteem and social, emotional and mental health needs. This is especially the case for many of the students who may not be considered 'secondary ready' and would find the large site and number of teachers within the school curriculum an overwhelming situation to manage and thrive in.



# Aims and Objectives of the Nurture Provision

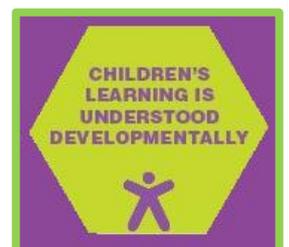
## The Six Principles of Our Nurture Provision at Hinchingsbrooke

At Hinchingsbrooke we believe that our Nurture provision should be guided by the following six principles:



### 1. Children's Learning is Understood Developmentally

In our nurture provision staff respond to students not in terms of only expectations about 'attainment levels' but in terms of the children's developmental progress assessed through individualised targets and a real understanding of the needs they have to support their learning and ensure 'catch up' in all areas of their development.



The response to the individual student is 'as they are', underpinned by a non-judgemental and accepting attitude.

## 2. The Classroom offers a Safe Base



The organisation of the environment and the way a senior school group is managed can contain anxiety and stress for many students.

The nurture group room offers a balance of educational and social and emotional experiences aimed at supporting the development of the student's relationship with each other and with the staff.

The nurture group is organised around a structured timetable with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the students. Our Nurture group is an educational provision making the important link between emotional containment and cognitive learning for many of the students.

## 3. Nurture is Important for the Development of Self-Esteem

Nurture involves listening and responding. In our nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities through the personalised attention and activities they are able to provide to them.



Students respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in our nurture group and every achievement is recognised and valued.'

## 4. Language is Understood as a Vital Means of Communication



Language is more than a skill to be learnt, it is the way of putting feelings, beliefs, ideas, understanding and aspiration into words.

Nurture group students often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In our nurture groups the planned, informal opportunities for talking and sharing are as important as the more formal lessons teaching language skills.

Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging creative thinking and doing to develop and embed understanding.

## 5. All Behaviour is Communication

This principle underlies the adult response to the student's often challenging or uncompliant behaviour. 'Given what I know about this student and their development what is this student trying to tell me?'



We believe understanding what a student is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged.

A student understanding that their feelings are understood can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the young person.

## 6. Transitions are Significant in the Lives of Students



The nurture provision helps the student make the difficult transition from home to school and from Primary to Secondary education. However, on a daily basis there are numerous transitions the student makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable students and need to be carefully managed with preparation and support.

The Nurture provision at Hinchingsbrooke has the over-arching aim of enabling students to catch up to be secondary ready in all areas. This means they can access a senior style curriculum and level of learning and that they are emotionally ready to move into the mainstream senior school provision.

If this is not possible, due to more complex SEND need, then the aim is to support the students as fully as possible to be ready to enter the next stage of their education at Hinchingsbrooke or other settings.



## Entry Criteria for the Nurture Provision

The following criteria is used to decide, during transition, if a place in one of our Nurture provision groupings is right for a young person.

Criteria	Nurture	Nurture Light
<p><b>Criteria for entry</b></p> <p><i>(at least two must be met for each pupil):</i></p>	<p>EHCP</p> <p>SEND needs that have impacted on learning into the longer term</p> <p>Core skills of reading and writing or Maths significantly impacting on ability to access an age-related curriculum independently on most occasions</p> <p>Working at KS1 levels in some areas of the curriculum <b>or</b> at Lower KS2 levels in most areas of the curriculum</p> <p>Not considered '<i>secondary ready</i>' and concerns over how student will cope with the size, site and structure of a secondary school</p> <p>Enhanced support likely to be needed into the longer term in this area</p> <p>Extended support or differentiation is in place for most of the curriculum</p> <p>Extended tailored support in relation to core skills may be needed</p> <p>Significantly below average CATs scores when tested on entry</p>	<p>EHCP</p> <p>SEND needs that have impacted on learning into the longer term</p> <p>Working at KS2 levels in core area of the curriculum <b>or</b> Lower KS2 levels in one area of the curriculum</p> <p>Concerns over ability to cope with <i>secondary style education</i> into the medium term</p> <p>Additional support or differentiation in lessons is often required to access learning appropriately</p> <p>Further tailored support in relation to core skills may be needed</p> <p>Below average CATs scores when tested on entry</p>

**Our Nurture Provision is made up of two groups or waves of support which are called Nurture Light (Wave 1) and the Nurture Group (Wave 2)**

## Nurture Light Provision Overview

The Nurture Light Group Hinchingsbrooke School is the first wave of support within our provision.

This is made up of a group of 18- 20 students in Year 7 and 18 – 20 students in Year 8 who are working academically below where they would be expected to be on entry in Year 7 (usually in Key Stage 2) and there may be concerns about their ability to cope with a secondary style education into the medium term.

These groups are far smaller than most mainstream groups within our school (around 30 students) and they have Specialised Teaching Assistant support within all their lessons.

The Nurture Light group does access a range of departmental subjects and teachers, via a normal school timetable, but this teaching and learning has been differentiated and amended to ensure it fully meets the needs of the students. The departments where core subjects are key to a student's progress are very aware of the additional support needed in relation to core skills and adapt the provision provided accordingly.

The aim with this group is to provide a Key Stage 3 curriculum that is differentiated according to need to fully ensure 'catch up' for these students.

Nurture Light do not study Modern Foreign Languages (MFL) within the curriculum but to support their social, emotional and mental health wellbeing (SEMH) they access Forest Schools during these lessons. The focus of the Forest School provision is to support confidence, resiliency and communication in a specialist way with our Forest School Practitioners.

MFL opportunities are available as extracurricular sessions to this group should they wish to access them.

The Nurture Light Group accesses creative lessons and opportunities in the same way that mainstream groups do and are in mixed ability groupings that are carefully organised to ensure the students' needs can continue to be fully met in these lessons.

All Nurture Light Group students are part of a tutor group and during this time they are able to access drop in and check-up support from their Key Worker within the SEND team should they need it.

## Nurture Light Curriculum Information

More detailed information on the curriculum that is offered to our Nurture Light Group by each department is overviewed here:

### English

Students in the Nurture Light group study the main English curriculum. This means that students read the same texts in the same order as their mainstream peers but at a slower pace and with a lighter volume of content. Students in this class therefore benefit from feeling that they are studying the same topics as others – which can be a significant morale booster. Lessons are differentiated to make them accessible to students who need greater academic support, often with a clear focus on literacy. The TA support is either directed at specific students for specific tasks or may be more informal with the TA providing support for the group as a whole. Teachers will try to adapt teaching to suit the interests and strengths of the group; for example, last year when Year 8 students found private independent reading every lesson very challenging, the class instead read a shared novel aloud for reading time, creating a far more enjoyable reading experience for all students. The structure of lessons is adapted too with an increase in activity change to ensure maximum engagement. There is a strong emphasis placed on the spoken word in English lessons for Nurture Light students with a constant focus on discussion of ideas, Q&A, retention etc through talk. Nurture light students along with mainstream students also take part in a six week invention programme called Lexoniks, one hour a week, for six weeks, in a small group setting which aims to support spelling, comprehension and reading.



### Maths



In Maths we recognise that students will be part of the Nurture programme for several reasons, as detailed in this handbook, and have designed our SOW to reflect this.

During year 7 students will focus on four key areas, Algebra, Geometry, Data handling and Numeracy. These will be taught at the same time for all students in Year 7 to allow them to use these skills in other subjects in line with their peers. Although the topics that they are covering will be the same we have differentiated the content to a much higher degree to allow us to cover the same content from a KS2 perspective or to push the most able to work at a KS3 standard in Mathematics. All lessons take place in the Maths department, which gives us access to our ever-increasing range of manipulatives and resources aimed at making maths interesting and bridging the gap between primary and secondary schooling.

## Science

Science has developed a bespoke programme of learning for the Nurture Light group in both Year 7 and 8, to include all three Sciences: Biology, Physics and Chemistry. It combines theory, practical skills and problem solving in a safe environment where students can learn to manage and reduce risk and build confidence. The programme ensures that by the end of Key Stage 3, the students have followed the same curriculum journey as other students in Hinchingsbrooke, but perhaps in a different order, ensuring the base knowledge and practical skills are embedded before moving on. By creating a safe environment for students to learn from mistakes and by challenging them with difficult concepts and problems, we are building resilience, and this helps to ensure they are prepared for Key Stage 4, when we have a variety of different routes available to them.



Teaching the Nurture Light group tends to be in a more practical, kinaesthetic style, with group work supported by specialist teaching assistants. Written work is scaffolded to build confidence and to model best practice, while assessments have also been written specifically for this group to ensure it is appropriate and accessible to all.

## RPE



In RPE the Nurture Light classes follow the same ambitious curriculum as mainstream students in terms of content and skills covered. However, to support their learning needs they have more differentiated tasks and a focus on literacy building work. The lessons use scaffolded literacy tasks, card sorts, discussion to build oracy and visual stimuli in order that students can access the work and progress. In our work on the local area and religious buildings students were excited to share their projects about local religious buildings. In our lesson about Jesus' Parables students enjoyed participating in a mime of the Good Samaritan. Lessons are clearly chunked to review and build on previous learning and help with focus, engagement, and to recognise achievement. Students sit the same assessments (with additional scaffolding as necessary) to allow for their progress to be monitored alongside the rest of the cohort.

## History

Students followed the same curriculum journey as all other pupils at Hinchingsbrooke in terms of the overall aims, broad content knowledge, concepts and skills covered. They also receive the same wider teaching linked to SMSC and cultural capital as other students. The key difference between nurture light and the main cohort is that the depth of knowledge taught is reduced to a more manageable amount and work is more highly scaffolded or differentiated to enable access and progress, particularly in terms of literacy, comprehension, conceptual understanding and skill development. Students also receive a higher level of teacher input due to the reduced class size and greater number of teaching



assistants. Wherever practical pupils also sit the same assessments (with additional scaffolding and support as needed) to allow for their progression to be monitored alongside the rest of the cohort.

## Geography



In Geography a slower, more structured version of the curriculum is offered. This incorporates more hands-on experiential learning, where possible, accompanied by differentiated resources and a slower pace. The differentiated resources take away the necessity to do as much extended writing without scaffolding and ensure students can illustrate their understanding in a wider variety of ways - also lots of cartoon strips and quizzes on their phones to offer a multisensory learning experience.

## Forest Schools

The Forest School curriculum is designed to enhance the young peoples' confidence, communication and resilience. This is achieved via a broad curriculum which comprises the following units; Teamwork, Natural world, Survival, Creativity and Adventure. The vast majority of the activities take place in Hinchingsbrooke Country Park, which provides a fantastic environment to allow the young people to connect with their surroundings.



It serves to remove the preconception of failure which some students associate with a traditional classroom. Many of the lessons provide the students with an opportunity to be successful, which that hasn't always been possible in a more traditional academic subject. A big focus of Forest School is to advance the three character traits of the Hinchingsbrooke Community; HBK.com. Every lesson begins with a check in activity during which time the children share their current feelings, which encourages empathy and enhances their emotional vocabulary. There are also opportunities for the young people to take responsibility during many of the activities, where students are either given ownership over their individual or team outcomes. Finally, it is hoped that Forest School lessons provide the young people opportunities to feel a sense of pride in their achievements.

## PSHE



The students study the same topics as the mainstream curriculum and lessons are either with the Head of Year or PSHCE Coordinator. Students benefit from the reduced class size as it means they can access extra help. Activities in the lesson often involve movement around the classroom and other interactive strategies to assist with concentration. Students are encouraged to share their ideas in a respectful way through structured discussion, so building their confidence and collaboration skills. Students are required to evaluate their own learning and record it into their planner.

## Nurture Group Provision Overview

The Nurture Group at Hinchingsbrooke School is the second wave of support within our provision.

This is made up of a group of 10- 12 students in Year 7 and 10 – 12 students in Year 8 who are working significantly academically below where they would be expected to be on entry in Year 7 (usually in Key Stage 1 or early Key Stage 2) and there are concerns about their ability to cope with a secondary style education into the longer term.

These group(s) are significantly smaller than most mainstream groups within our school (around 30 students) and they have Specialised Teachers and two Specialist Teaching Assistants to support and facilitate within many of their lessons.

The Nurture Group does not access a full range of departmental subjects and teachers, but instead to ensure the complete nurture experience overviewed earlier, they have a specialist teacher in a 'hub' within our Basecamp setting. This teacher is trained to be able to focus on 'catch up' as a part of the curriculum experience that is offered. The Year 7 and Year 8 group have Maths, English and 'Theme' (History, Geography, RPE and PSHE) in the Nurture hub. For English and Maths, they are working with their year group peers (10 students) and for other areas they join together as a Year 7/8 group (20 students) to experience the thematic approach to the humanities. The focus in all areas is 'catch up' using an inclusive and classroom-based approach.

The aim with this group is to provide a Key Stage 2 curriculum, that will be at times be pitched up to incorporate elements of Key Stage 3, to fully ensure 'catch up' for these students so that they are ready to move to the next stage of their educational journey.

Both groups study Science that is taught by a Subject Specialist and the Specialist Nurture teachers and this area of learning does use the Key Stage 3 curriculum whilst also incorporating basic scientific skills and knowledge from Key Stage 2 where needed.

The Nurture Group do not study Modern Foreign Languages (MFL) within the curriculum but MFL opportunities are available as extracurricular sessions to this group should they wish to access them.

The Nurture Group access creative lessons and opportunities in the same way that mainstream groups do and are in mixed ability groupings that are carefully organised to ensure the students' needs can continue to be fully met in these lessons.

All Nurture Group students are part of a tutor group and during this time they are able to access extended support from their Key Worker within the SEND team should they need it.

# Nurture Group Curriculum Information

The current curriculum overview map for the Nurture Group during Theme lessons is detailed below:

Planned half term	Theme/Project	Subject focus	English	Geography	History	Science
<b>Year 1 rotation</b>						
Autumn 1	Hola Mexico!	History	Sentence structure/ uplevelling of sentences; postcards; descriptive writing - deserts.	Using maps; Human and physical geography of Mexico	Ancient Maya civilisation	Light and shadows
Autumn 2	Darwin's Delights	Science	Sentence structure/ uplevelling of sentences; biography of Charles Darwin. Cross-curricular writing Alfred Wallace biography.	Using maps; Geographical similarities and differences; Islands of the world	Significant individuals - Charles Darwin, Mary Anning, Alfred Wallace	Evolution and inheritance
Spring 1	Tremors	Geography	Recounts - diary; historical narrative/creative writing; poetry; newspaper reports.	Volcanoes and earthquakes	Ancient Rome - Pompeii	Rocks/The earth
Spring 2	Blood Heart	Science	Non-chronological report (Healthy Living); explanation (x curr science) How the heart works	Rivers and Water	The Second World War	Body Systems/Circulatory system; how the hear works (parts and functions); blood groups; lifestyle effects.
Summer 1	A Child's War	History	letters; diaries; persuasive writing (speeches); narrative dialogue.	Human geography; cities of the UK; evacuation areas; location of Allied and Axis powers; German expansion.	The Second World War	Eco Systems
Summer 2	Beachcombers	Geography	Labels, lists and captions; tongue twisters; narrative; letters; non-fiction coastal books.	Coastal and Tourism	Changes over time. A coastal study	Energy/Power Renewable and Non-Renewable

Planned half term	Theme/Project	Subject focus	English	Geography	History
<b>Year 2 Rotation</b>					
Autumn 1	Pharaohs	History	Chronological report; fact files; research files; mystery stories; play scripts.	Geographical skills; The River Nile; Tourismlal features of Egypt	Ancient Egypt
Autumn 2	1066	History	Job applications; Kennings; Diaries; Playscripts; Letters.	Global issues	The Battle of Hastings 1066
Spring 1	Misty Mountain Sierra	Geography	Recounts and non-chronological reports; Calligrams; Explanations; Leaflets; Narrative.	Using maps; Human and physical geography	Medieval Realm
Spring 2	I am a Warrior	History	Sillioques; historical narrative; play scripts; invitations and menus; Letters.	GB/Italy comparison. Using maps; locational knowledge; human and physical geography.	Roman Empire and its impact on Britain.
Summer 1	Off with Her Head!	History	Poetry using personification; Dilemma stories; Biography; Persuasive letters; Ballads	Global issues	The Tudors
Summer 2	Blue Abyss	Geography	Poetry using personification; Dilemma stories; Biography; Persuasive letters; Ballads	Seas and oceans of the world; The Great Barrier Reef; Environmental issues.	19th century ocean exploration

## PSHE



Nurture Group pupils receive extra time in this curriculum area in recognition of the essential skills that are developed in PSHCE. The same topics are studied as the mainstream curriculum and lessons either with the Head of Year or the PSHCE Coordinator. The additional curricular time means themes can be explored in detail and learning is reviewed for misconceptions. Activities in lessons often involve movement around the classroom to help with focus and groupwork. Vocabulary is repeated and reinforced; lesson skills focus on developing clear communication, collaboration and expressing opinions in a respectful way. Students are required to evaluate their own learning and record it into their planner.

## Maths

The Maths curriculum is planned using the White Rose Maths programme.



## Monitoring, Progress and Review Information

All students within our Nurture provision are closely monitored and their progress tracked and reviewed at regular intervals.

Students in our Nurture Light provision follow the normal school assessment and monitoring systems that are in place within departments and their outcomes are reported in line with this. Further information on this can be found within departmental handbooks and policies.

Some students in Nurture Light may have Education and Health Care Plans and as such they will have outcomes that need to be monitored in line with this provision. These outcomes are recorded on their Pen Portraits and they are reviewed regularly to feed into the EHCP Annual Review process.

If any students in Nurture Light are part of intervention beyond the classroom that is run by the SEND team, then this provision will have tracked targets that form part of the whole school SEND provision map.

All students in Nurture Light have a Pen Portrait that details their needs to give information and guidance to staff that work with them. A part of this is their EHCP outcomes, or targets that they have selected themselves when creating their Pen Portrait. This will relate to their SEND needs or specific areas of development. These targets are reviewed by their key worker with them at regular points throughout the year.

Students in our Nurture group provision also follow the normal school assessment and monitoring systems but as a part of the Nurture Group there is further, more in depth, monitoring that makes up the daily support and provision in place that is organised by the specialist staff within the hub. In maths and English, due to a reduced number of students, individual progress is tightly monitored. Students work within small groups or 1:1 with a member of the specialist teaching staff and progress is assessed at the point of learning. This allows for effective future targeting or a change of direction or course within the lesson itself. Students are given immediate verbal feedback about their progress during each lesson and next steps are made clear. Specialist teaching-assistants feedback at the end of a learning period in both verbal and written forms to the specialist teachers. This ensures monitoring feeds directly into the next learning steps for the individual or group. Students receive individual targets for core subjects and monitoring ensures these are met or amended



accordingly. Monitoring, progress and review are therefore embedded within the learning of the nurture hub.

As with Nurture Light students any Nurture Group students that have Education and Health Care Plan will have outcomes that need to be monitored in line with this provision. These outcomes are recorded on their Pen Portraits and they are reviewed regularly to feed into the EHCP Annual Review process.

If any students in the Nurture Group are part of intervention beyond the classroom that is run by the SEND team, then this provision will have tracked targets that form part of the whole school SEND provision map.

All students in the Nurture Group also have a Pen Portrait that details their needs to give information and guidance to staff that work with them. A part of this is their EHCP outcomes or targets that they have selected themselves when creating their Pen Portrait. These will relate to their SEND needs or specific areas of development. These targets are reviewed by the Nurture Group specialist team with them at regular points throughout the year.

All students in the Nurture Group have an Assess, Plan, Do, Review in place that collates targets and is reviewed termly. This system is monitored by the specialist team with the Nurture Group.

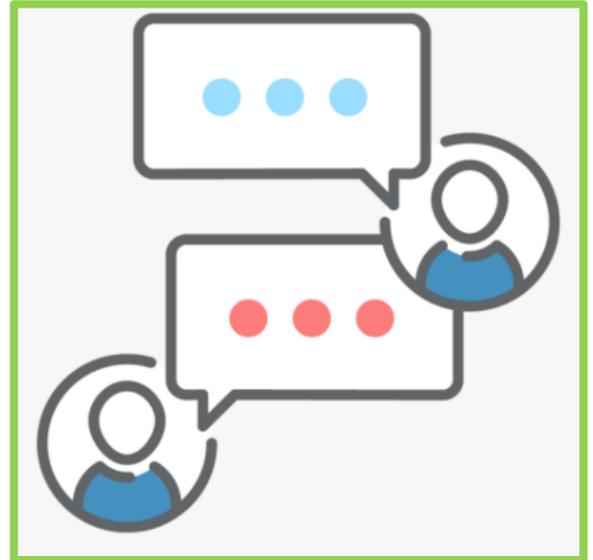


## Feedback, Marking and Assessment Information

### NURTURE LIGHT

The EEF Teaching and Learning toolkit shows that good quality feedback has a high impact on student progress. In order for this to be the case our whole school approach, including the approach for students who are a part of our Nurture provision, should encompass the following guiding principles:

1. The purpose of giving feedback is to improve and develop the student and is not a means of making teachers accountable as this adds to workload and has questionable impact
2. Feedback and assessment of students' work should be frequent and timely
3. Feedback should not create a culture of dependency on a teacher judgement
4. Feedback given should value students' effort and acknowledge their individual achievements
5. Feedback should be specific and constructive advice for improvement in language that can be understood by the student
6. Feedback should challenge the student and enable them to 'think hard'
7. Feedback should engage the student in order to allow them to take responsibility for their own learning, leading to self-driven goal setting
8. Feedback should inform students how to take the next steps in their learning
9. Teachers should use information gathered from assessment to adapt teaching and inform our planning
10. Opportunities for students to reflect on, understand and respond to feedback must be embedded as a part of the assessment process



“Assessment is, indeed, the bridge between teaching and learning.”  
(Dylan Williams 2014)

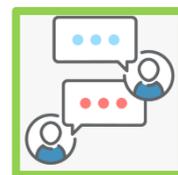
Our curriculum defines the knowledge our students should have and the skills they need to achieve during their time at Hinchingsbrooke School. It is the role of assessment to check whether they have understood and retained this essential knowledge and achieved the skills which they need for success. Whether assessment is formal or informal, it is more important that the results of the process are used to fine-tune the next stages in student learning, whether or not they are captured on a spreadsheet or tracking system.

In order to achieve high quality assessment, the following principles must be used with all students to:

At Hinchingsbrooke, assessment, recording and reporting procedures should be:

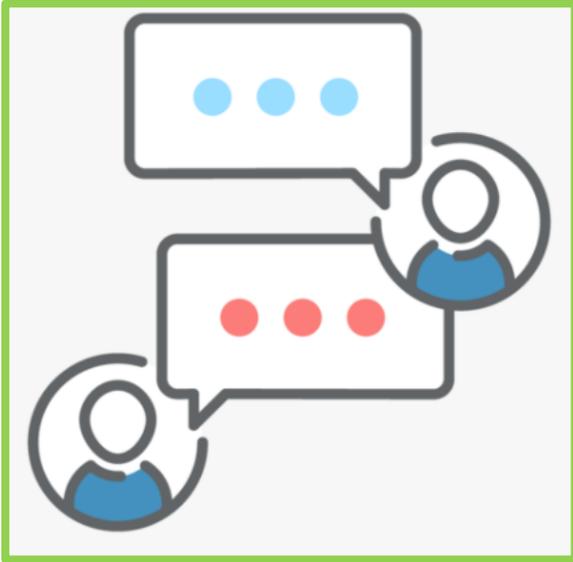
- **Manageable:** the demands assessment makes does not overburden staff or students when completing them, or parents when interpreting them;
- **Understandable:** the meanings of the outcomes, marks or comments are clear to staff, students, parents and others.
- **Informative:** the progress made by students, and the developments that need to take place are clearly shown, in line with statutory requirements;
- **Accurate:** the outcomes of assessment should be accurate rather than under or over cautious, allowing the data to be meaningful and useful for all.

All assessment is recorded in Doodle. Teachers “RAG” various skills and input this into Doodle. Parents can see these entries for each subject 48 hours after teachers’ have submitted. This means parents get up to date information on their child. Also, these RAG ratings help inform the next steps of pupil learning as this is a clear way of showing how well a particular group of pupils have understood a certain topic. In KS3, these RAG ratings generate a holistic quantitative grade that we report home to parents twice per year. Also, included in our parental reports are lesson monitor codes that are taken by teachers in every lesson.



## Feedback, Marking and Assessment Information

### THE NURTURE GROUP



Feedback, marking and assessment are a fundamental part of the learning process within the nurture hub. As a result of smaller class sizes, feedback is instant at the point of learning and marking is often in the form of 1:1 conferencing whereby students work with a member of the specialist team and misconceptions can be addressed quickly. In this way, students become aware of their achievements and areas for development.

Students' books are marked after every activity where next steps are clearly identified, and positive comments made. Progress towards targets can also be measured. Students are encouraged to review marking and attempt to edit their work independently or with a peer.

Regular summative assessments are also made in core subjects against National Curriculum key skills. This allows learning gaps to be identified and teaching to therefore be targeted effectively.

Students and staff are encouraged to view learning as a journey. Students are encouraged to actively embark on this journey where mistakes are not only accepted but celebrated as an opportunity to progress. We learn quickly within the nurture classroom that in learning there is no such thing as failure; failure only occurs when we stop trying.

Deep within the culture of the nurture hub, is the development of a growth mindset. Through feedback, marking and assessment students are activated as owners of their own learning and are not passive recipients of their education. Adopting a positive attitude towards feedback, students adopt greater resilience and determination and learn that they are in charge of their success. Students learn to take risks, are inspired by the success of others and learn to support and encourage their peers.



## Nurture Group Assessment Overview/Timetable

Term		Assessment
Summer	May June/July	EoKS SATS - End Year 6 CAT Tests - Year 7 entry to HBK
Autumn	<b><u>Sept- Dec</u></b>  September  December   September  Sept-Oct  December	<p><b><u>Maths:</u></b> <b><u>Benchmark Assessment:</u></b> Arithmetic Paper KS2, Reasoning Paper KS2; Assessment of the 4 operations and methods used; PUMA - Progress in Maths</p> <p><b><u>English:</u></b> <b><u>Benchmark Assessments:</u></b> Creative writing assessment; KS2 Reading Assessment; Spelling Benchmark - No Nonsense Spelling Assessment; Reading Assessment - Sight reading HFW &amp; miscue analysis; Phonological Awareness Assessment Phases 1-5; Speech and Language - Information Carrying Word (ICW) Assessment; PIRA - Progress in Reading; No Nonsense Spelling Test; Writing Assessment.</p>
Spring	<b><u>Jan- April</u></b> January March  March  February	<p><b><u>Maths:</u></b> White Rose Assessments - Arithmetic &amp; Problem solving/Reasoning; PUMA</p> <p><b><u>English:</u></b> No Nonsense Spelling Test; PIRA; Writing Assessment; Year 8 examinations - All subjects</p>
Summer	<b><u>April-July</u></b>  April June	<p><b><u>Maths:</u></b> White Rose Assessments - Arithmetic &amp; Problem solving/Reasoning; PUMA - Progress in Maths; Assessment of the 4 operations and methods used.</p> <p><b><u>English:</u></b> No Nonsense Spelling Test; PIRA; Writing Assessment.</p>

Additional assessment may take place that is identified as appropriate for individual student's needs.

## SEND Processes and the Role of the Wider SEND Team

The students that have places in our Nurture provision also have access to all the wider SEND systems and provision that are in place across the school to support all students. These include:



- **Allocation of a Key Worker** – a member of the SEND team who will support them pastorally and ensure they have all the provision they need in place. A key worker will check up regularly on a student in school and aim to build up a good relationship with them and their family.
- **A Pen Portrait created** – this is a document that is created with a student that outlines their SEND or support needs and shares their views on what they feel supports their learning best and what they feel they need further support or staff awareness of. The purpose of this document is to enable staff to fully understand a student's needs and how to best support them. A Pen Portrait is approved by parents before it is shared with the wider school community and updated as needed to ensure it remains relevant to fully meet the student's needs.
- **Use of Basecamp facilities** – Basecamp is a purpose-built facility that is in the Lower school and used by students that may be vulnerable and benefit from additional support throughout the school day. There is a social area 'The Haven' that provide a place to relax and socialise as well as eating and outside space. All Nurture students can access the facilities and the range of structured activities that take place in this area. There is also a Sensory room that can be used to support students at any point in the day.
- **Places in intervention groups** – The SEND team run a range of intervention groups to support specific areas of need for EHCP and K students. If applicable to need, Nurture provision students will be invited to take place in these groups which run within and beyond the curriculum.
- **Exam Access Testing and Arrangement** – All students within the Nurture provision will have exam access arrangements put into place when they transition into Year 7 if they were in place in Primary School. If applicable students will be tested for exam access arrangements in Year 7 to support them fully.
- **Screening for Literacy / Phonics awareness** – All students in Year 7 are screened with the Lucid Dyslexic Screener to ensure any areas of concern in relation to basic skills are addressed quickly by the Literacy team. Students in our Nurture provision will also take part in this screening process and further follow up provision may follow as a result of this, either with the Literacy or the general SEND team.
- **Regular update meetings to review provision** – Progress, attainment and outcomes of students in the Nurture provision are closely monitored by the SEND team, in conjunction with departmental and pastoral staff. Regular review meetings take place to ensure they are fully supported. Where applicable, parents and students are invited to take part in these meetings to discuss progress and support in place.

## Moving on from Nurture Provision

The Nurture provision at Hinchingsbrooke School operates to support students in Year 7 and 8.

At any point in this time, if a student is considered ready to move back into mainstream groups and provision then this move will be facilitated and supported by the SEND department, in conjunction with the Head of Year. Students' progress is monitored regularly and when they have made enough academic progress to move from Nurture group to Nurture Light group or

into mainstream groupings, and they are considered 'secondary ready' enough to manage this transition it will be reviewed with the student, their parents and departmental staff before it takes place. The Exit Criteria for leaving Nurture provision will also be used to quantify the decision to move a student within or the Nurture provision.



In Year 9 the students' progress into mainstream or foundation provision as they have taken their options for Key Stage 4. Support at this stage of their educational journey is given via departmental setting or grouping and differentiation and support that is in place within subjects studied and via the qualifications that are available for them to study.

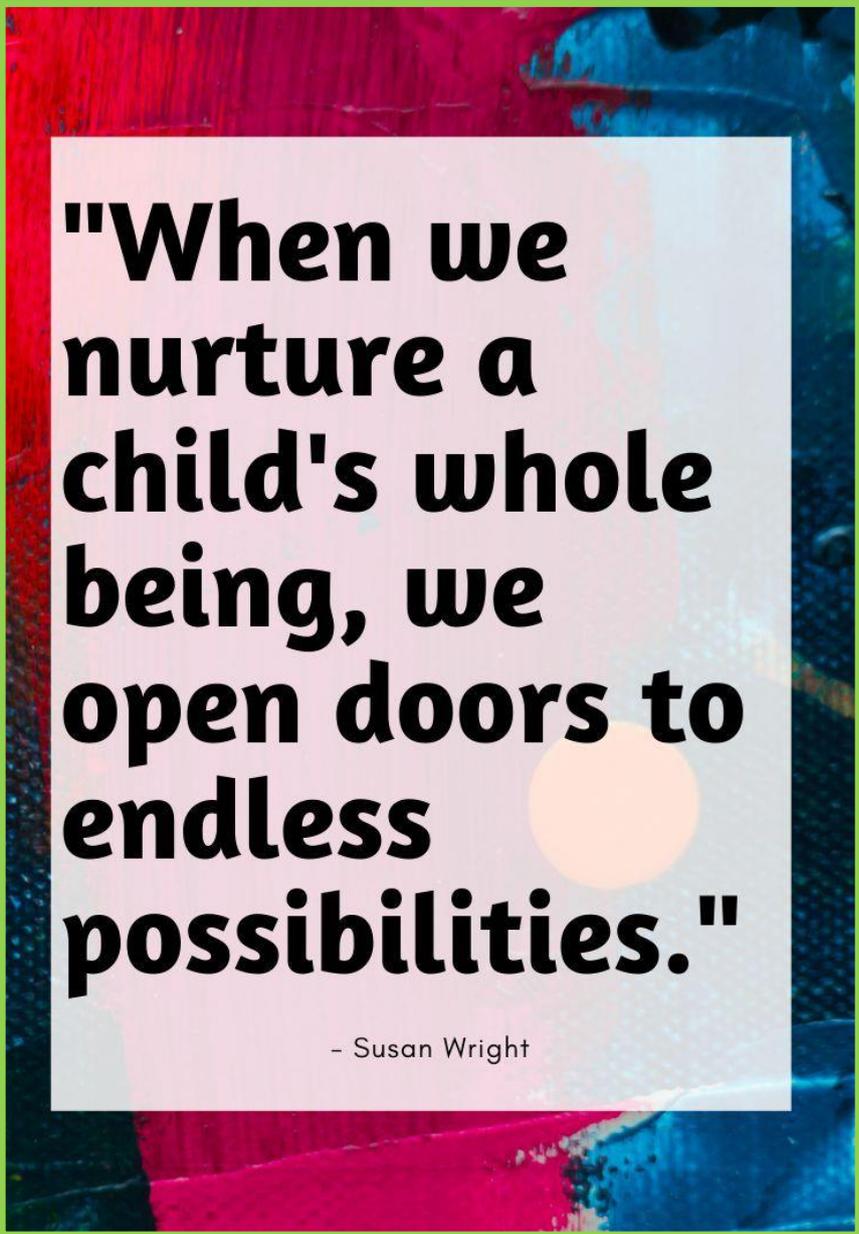
The SEND department will, where applicable, continue to provide support in lessons to enable students to fully access the curriculum and the programmes of study in place. This will depend on the needs of the specific groups of students in each year group and the levels that they are working at that point in time. Some groups or individual students may need support throughout Key Stage 4, some for a transitional period of time and some for specific units or areas of work / the curriculum that have been identified by departmental staff. The SEND department will always work in conjunction with departments to facilitate the best outcomes possible for all students that transition out of the Nurture provision into mainstream groupings.

In Key Stage 4, we recognise that there will be several Nurture provision students who may not, in spite of making good progress in KS3, be at a level where they are ready or capable of studying a full range of GCSE programmes.

In order to support these students, we have a range of vocational subjects available for the students to study on a tailored options pathway. These include BTEC and Entry level courses and a range of non-exam based courses such as the Award Scheme Development and

Accreditation Network (ASDAN) qualification in Bronze, Silver or Gold. Some of these qualifications will be facilitated and run within departments and some are led and managed by our Foundation Learning Leader. The exact range of qualifications and levels studied may vary year on year depending on the needs of each cohort and the range of qualifications available.

As a part of our Foundation Learning provision in Key Stage 4 students can study additional Maths and English lessons that follow the 'Step Up' programme. This programme will enable a L2 qualification to be studied and achieved alongside the statutory GCSE in these subjects. This option is recommended for Nurture provision students as they transition into Key Stage 4 and is discussed fully with them as a part of the options process. Students in KS4 who have transitioned out of Nurture into Foundation Learning still have access to all the SEND processed and provision that were detailed earlier in this handbook.



**"When we  
nurture a  
child's whole  
being, we  
open doors to  
endless  
possibilities."**

- Susan Wright

## Exit Criteria from Nurture Provision

Criteria for Exit	From Nurture to Nurture Light	From Nurture Light to Mainstream Groupings
<p><b>Criteria for exit</b> <i>(at least five must be met for each pupil in conjunction with a full review of current working levels or an EHCP Annual Review):</i></p>	<p>Fair to good level of sustained concentration on set activities and tasks</p> <p>The ability to work independently in a range of learning contexts or ask for support from adults when needed</p> <p>SEND needs that can be support via a range of adult and independent strategies</p> <p>Core skills of reading and writing or maths are at a level where they will not significantly impact on the student's ability to access an age-related curriculum that is appropriately differentiated</p> <p>Working at upper KS2 levels in core areas (Reading, Writing, Maths) of the curriculum <b>or</b> lower KS2 levels in one area of the curriculum</p> <p>Considered able to cope with <i>secondary style education</i> with continued extended pastoral/ SEND support available</p> <p>Additional support or differentiation in lessons is required to access learning appropriately but this has reduced significantly over at least a term</p>	<p>Good level of sustained concentration on set activities and tasks</p> <p>The ability to work independently in a range of learning contexts or use independent support strategies</p> <p>SEND needs that can be supported via a range of independent or adult directed strategies</p> <p>Core skills of reading and writing or maths are at a level where they will not significantly impact on a student's ability to access an age-related curriculum</p> <p>Working at KS3 levels in core areas (Reading, Writing, Maths) of the curriculum <b>or</b> upper KS2 levels in one area of the curriculum</p> <p>Considered able to cope with <i>secondary style education</i> into the longer term with pastoral / SEND support available in mainstream</p> <p>Additional support or differentiation in lessons is not required regularly</p> <p>Further tailored support in relation to core skills is no longer consistently needed</p>