

NURTURE PATHWAY

September 2023

INSPIRE, NURTURE, THRIVE

Valuing and developing the potential in everyone



Learning

Culverhill School defines learning as acquisition of knowledge and skills that are retained within long term memory (Tulving, 1972; P C Brown, H L III Roediger & M A McDaniel, 2014). Our vision is that our teaching leads pupils learning to be applied in a variety of different contexts throughout their lives.

Our Nurture pathway is holistic, learning is sequenced and builds over time through repetition and over-learning, specifically geared towards skills for life and safety. The pathway is fundamentally designed to build learning around communication, well-being and engagement.

Our definition of skills for life is learning that prepares pupils for life beyond the classroom.

Learners

Our NURTURE learners have a range of complex coexisting needs; many have Speech, language, communication difficulties linked to a combination of other needs such as global delay, sensory impairments, autistic spectrum condition and Down syndrome. Learners are not yet able to fully access the whole, or aspects of, the Inspire curriculum. Learners require an alternative ambitious pathway to fully meet their needs and acquire them with skills needed for life.

Curriculum Intent

The purpose of our Nurture pathway at Culverhill School is to provide an immersive learning experience which addresses the needs of the pupils within it. We also believe our pathway should be reflective of the community that our pupils live in, and responsive to the changing priorities both nationally and internationally.

Pathway aims

The KS3 Nurture pathway is for pupils in year 8 onwards and aims to prepare pupils for life by building on key skills using an adapted curriculum and personalised pedagogy with a thematic approach. There will be continuous provision to ensure pupils continue working on their independence as well as a system that is similar to the Inspire curriculum, in that the pupils will continue to learn various skills over all 6 terms to provide them the opportunity of over learning. There will be a clear sequence of learning for “Nurture” pupils as well as cyclical coverage of skills to enable overlearning to embed skills.

The key stage 4 Nurture provision will enable pupils to contextualise and build upon the skills acquired in key stage 3 by applying them in real life situations whilst acquiring AQA accreditations that will enable them to move onto their next steps.

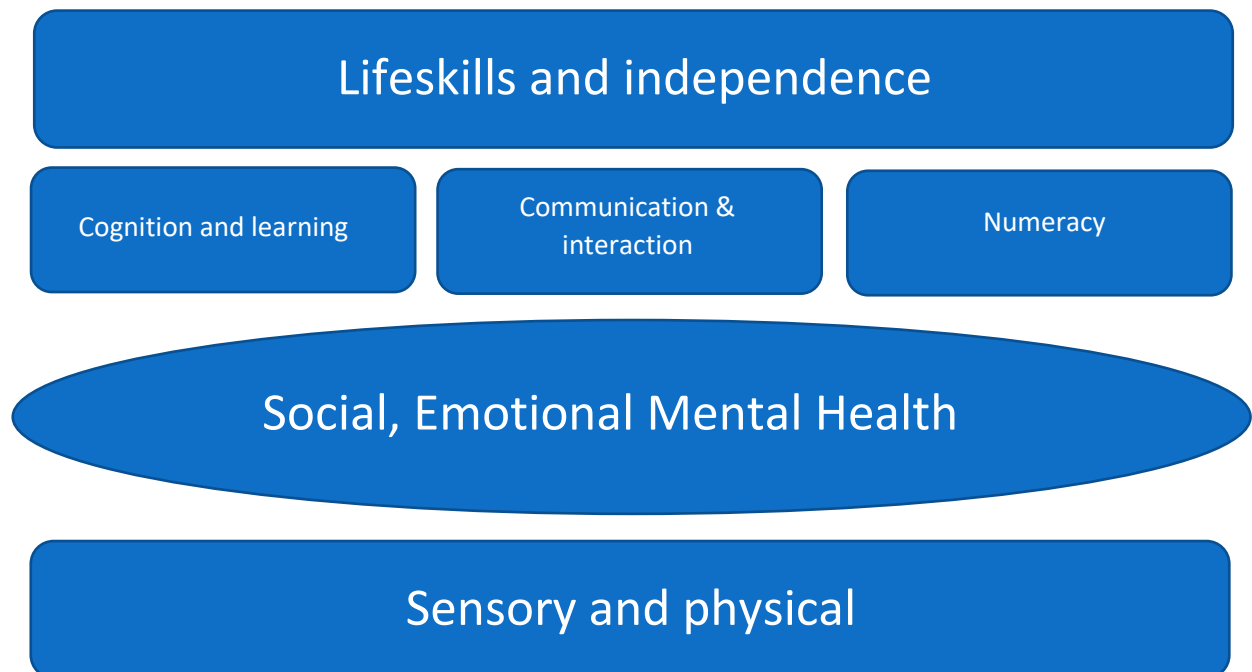
Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning.

Implementation

The Nurture pathway will prepare pupils for living at home and in the community by building on life-skills and safety. It focusses on a sequenced series of skills and knowledge that safeguards pupil progress on their journey towards an independent, safe life and importantly a love of learning. Culverhill School uses the EHCP process to channel pupils learning through the EHCP areas as follows.

EHCPs and The curriculum channel

The curriculum channels through functional life and independence skills while having a sharp focus on EHCP areas. This means that learning can be personalised to meet pupils learning outcomes and needs, as well as sequenced to meet the pathway aims. The cognition and learning strand covers more of the English subject skills such as writing, reading and understanding symbols. The communication and interaction strand works on communication, vocabulary and turn taking. Numeracy covers basic number, measuring and shape. To ensure pupils on the Nurture pathway are ready to learn, sensory and OT activities will take place which also feed into the areas of physical and sensory outcomes on a pupil's EHCPs. Pupils working on the Nurture pathway will have their emotional and mental health needs closely monitored to enable them to access their learning.



Pedagogical approach for Complex needs at Culverhill

Staff at Culverhill understand that pupils with identified areas of need such as Autism, ADHD, Down syndrome, attachment disorder, Pathological demand avoidance, benefit from specific pedagogical techniques.

- Short, clear and simple language devised to ensure comprehension with communication aids such as symbols and Makaton as necessary.
- Communication and understanding are supported through pictures / symbols and Makaton
- use of learning environments to support learning
- use of highly motivating resources that engage learners
- practical and sensory activities, accessible to learners, which support exploration, discovery and problem solving
- pace of learning which allows for learners to have 'processing time' to absorb information
- Repetition or 'over-learning' of activities to enable knowing more and remembering more concepts over time.
- use of structured play to support learning of concepts and independent play to assess whether skills and concepts are embedded
- Metacognition concepts
- use of small group and 1:1 activities
- differing levels of support to scaffold learning
- regular outdoor learning
- enrichment through trips, optional pupil led activity, inclusion and whole site events
- access to therapy and intervention, where appropriate
- Social stories
- Increasing levels of application and generalisation
- 5 point scale of emotional toolbox
- Carousel teaching
- Adapted and personalised behaviour plan and approach

EHCPs & Curriculum

Learners identified as needing the pathway will be in Nurture full time. Both the KS3 and 4 classes will have their own PE slot as well as cookery. The Nurture team weaves EHCP outcomes, OT recommendations and speech and language programmes throughout all learning opportunities.

Communication and Interaction: Nurture Curriculum

Learners on the Nurture pathway will be supported to develop communication for different purposes, with an emphasis on social interaction which allows them to express needs, preferences, feelings and opinions. A variety of communication approaches will be used, including Picture exchange communication systems, electronic communication aids and Makaton as appropriate.

Learners will have opportunities to:

- speak and listen for a range of purposes
- speak and listen in a range of contexts
- Develop, apply and generalise skills for social interaction
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- take part in turn taking activities and tolerate activities where not everyone gets a turn
- follow increasingly complex instructions (moving from one to four part instructions)

Sensory / Physical development

Learners on the Nurture pathway may have limitations to their mobility. The aim for this curriculum pathway is to develop control and co-ordination of body movements increasing independence for self-care. Staff work closely with our OT to ensure outcomes are appropriate, ambitious but achievable.

PD: Applying and extending physical skills; further developing self-care and independence skills

Learners will have opportunities to:

- join in a broad range of physical activities and adapted games with increasing body control and co-ordination
- be physically active for increasing periods of time with decreasing levels of adult support
- dress and undress for activities that require getting changed with decreasing levels of adult support
- request and use the toilet with decreasing levels of support
- undertake other aspects of personal care with decreasing levels of support
- eat meals with decreasing levels of support
- use sensory diet activities to increase attention, concentration and maintain positive behaviour and engagement

Social, Emotional and Mental Health

Learners on the Nurture pathway will develop skills for emotional regulation and understanding the social world and their relationships within it. They will undertake activities that help them maintain good mental health and a feeling of wellbeing. They will understand how to keep themselves safe in the real and online world. As pupils are in the Nurture group, they will further develop their self-esteem as they succeed at their own pace.

Staff have excellent relationships with pupils and families and ensure well-being referrals are made rapidly to our well-being team (Thrive practitioners, ELSAs, Emotional wellbeing councillors) in order to maintain pupil regulation.



Learners will have opportunities to:

- take part in activities which develop their play skills, moving through playing alone, in parallel with others, in association with others and cooperatively with others
- take part in activities which develop their social communication skills
- take part in activities that require them to work with others and develop understanding of the skills needed for this
- identify and recognise their own and others' emotions
- develop strategies for managing emotions
- develop strategies for maintaining positive behaviour
- develop early conflict resolution skills
- consider why families are important to children and young people
- identify what the characteristics of family life are
- identify what different families look like
- identify what a friend is and what behaviours they will show





- identify what respectful relationships are and what respectful behaviour looks like (including intimate and sexual relationships)
- take part in activities that help maintain physical and mental good health
- describe how different activities improve their physical health and mental well being
- consider the effects of screen time on physical and mental health
- consider some of the dangers in the real and online world
- learn how to get help in the real and online world
- identify the physical and emotional changes that will happen as they grow up
- Opportunity to develop resilience and a sense of self place in the world

Self-Care and independence

Learners on the Nurture pathway will develop skills for a successful independent life meeting the demands of self-care. Pupils will undertake activities that help them understand and practice skills that will enable them to live successful, independent and happy lives. The functional skills throughout the pathway will enable pupils to be as independent as they can be through developing skills for life such as recognising signs. Pupils, families and staff decide which outcomes best fit pupil's current needs. Pupils will be back in their class for these sessions which will focus on all areas including individual EHCP outcomes. On the Nurture Pathway, various sections of self-care will be taught within the learning that takes place.

Toileting 		
KS2	KS3	KS4
To use the toilet independently, managing my own clothes and personal hygiene.	To know & show what to do when I need to break wind in public. And/or To manage my personal hygiene around my menstrual cycle.	To know when to and independently clean a toilet using the right equipment and protection and/or be able to use public toilets appropriately (independent)
Showering/bathing/washing 		
To know when, how and to wash and dry my hands and face regularly with support.	To know when, how and to wash and dry my hands and body independently, with the correct resources.	To understand the importance of being clean (perception of others and hygiene) and manage my personal hygiene routine independently

Teeth Cleaning		
To know how and to keep my teeth healthy through my diet and by brushing for 2 minutes.	To follow dental hygiene advice, brushing for 2 minutes twice daily and avoiding sweet products before bed.	To manage my oral hygiene by using mouthwash, dental floss and a toothbrush, replacing each of these when needed.
Organising Possessions		
To put things back where I found them, helping to keep home and school tidy, knowing what is mine and what is not.	To show that I can recognise and look after my own or others possessions responsibly with care.	To value my own and others possessions and show that I can look after them as I know they are not easily replaced due to the value.
Getting Dressed		
To put on, take off, my clothes and shoes with minimal support attempting it myself first. (attempt fastenings)	To un/dress independently, turning my clothes the right way round and doing up my shoe fastenings.	Independently select, put on and fasten the right clothes for different occasions.
Clothes Management		
To help to look after my clothes by changing them for different weathers and activities, when asked.	To know my clothes and shoe size, showing that I can put them away independently at home and in school.	To look after my clothes and shoes by cleaning, drying and replacing them as needed.
Home Care		
To know when and how to wash, dry basic items of cutlery and crockery.	To clean and dry kitchen utensils, equipment and surfaces, using the correct resources for the job.	To know when and how to use a range of utensils, electrical cooking and cleaning appliances safely.
Food Preparation		
To pour liquid without spilling it and make myself a snack safely.	To follow a recipe using a range of kitchen equipment	To demonstrate an understanding of food hygiene when sourcing and

	safely, accurately and hygienically.	preparing food regarding use by dates, food storage and cross contamination.
Road Safety 		
To know that traffic can hurt me and that I need to behave safely near and on roads.	To identify safe and dangerous areas for crossing a road and when I should find a safer appropriate place to cross.	To know and show the appropriate behaviour for crossing roads, drivers can be unpredictable and consequences can be life changing.
Managing Money 		
To know what money is and that I need money to pay for goods and that when the money is spent, there is no more.	To keep my money safe, whilst saving or spending it. Knowing that when I spend money I may need to wait for and check my change.	To know how to achieve an income, open a bank account maintaining it physically or online, understanding the pros and cons of good money management.
Shopping 		
To behave considerately in shops whilst looking for and paying for goods.	To shop with a list loading my trolley or basket packing my shopping bags with care. Remembering to check my change and receipt when paying.	To check dates and deals, ensuring that I stick to a budget by estimating the value of my shopping.
Eating Out 		
To behave considerately when eating out, using cutlery to cut up and eat my food independently.	To order my food politely making healthy choices which are within my budget.	To show an awareness of tips when paying for food, checking my bill and change.

Curriculum Impact

Ipsitive Assessment

Progress for learners at Culverhill is measured against individual outcomes outlined on their EHCP. The level of progress a learner is making is measured from their starting point to pupils own personal outcomes.

‘Evidence for Learning’ provides the platform for us to record individual progress towards outcomes. Each learner has outcomes recorded on the app which state the agreed long term outcomes for each EHCP. These outcomes are agreed with pupils, families and teachers at annual review.

Staff link the EHCP outcomes for each child to the learning within the pathway. The assessment frameworks can be the source of medium or short term outcomes, or a learning outcome may be devised in relation to a learners’ individual need. The aspect descriptors are used to define progress. Instead, the frameworks offer a sequenced bank of potential medium or short term outcomes that can be followed as appropriate for each learner.

Key stage 4 will complete AQA accreditations that relate to the tracker as well as pupil interest, EHCP outcomes and skills for life.

An example of the 3 levels of AQA accreditation and some of the skills that are covered are as follows:

Title Term 2 week 4	87088 OUT AND ABOUT IN THE COMMUNITY (UNIT 1)	81278 SHOPPING USING AN AUTO SELF-SERVICE CHECKOUT WITH ASSISTANCE	113748 USING MATHS SKILLS IN COOKING A MEAL
Skills	<ul style="list-style-type: none">• Shopping• Drink or snack• Leisure activity• react	<ul style="list-style-type: none">• Shopping list• Finding• Organise• Process• Pay• Check	<ul style="list-style-type: none">• Plan• Scale recipes• Shopping list• Estimate price• Cost per person• Timeline• Feedback• Cook

Pathway assessment

The 3 strand trackers are on Evidence for learning and are assessed 3 times a year to show progress against these.

The tracker will follow pupils through from KS3 into KS4 to ensure pupils are secure in their skills. There are 4 levels of attainment on the tracker; full support, prompt given, independent and secure.