



## Nurture Group and Transition curriculum provision for pupils in Year 7

Nurture Group and the Transition curriculum each deliver a parallel, differentiated curriculum that provide vulnerable pupils with a supported, positive, challenging and productive education.

### Nurture Group

This provides 2 hours of teaching per week for a small group of pupils who have gaps in early development, difficulties with social skills, poor confidence or general fears about the transition to secondary, which can all impact on the early secondary experience. This can lead to a detrimental effect on their learning, particularly at the start of Year 7. Activities are centred on the development of social and communication skills with a view to improving confidence and self-esteem. Pupils are selected via information from primary schools, observations on transition visits and discussions with parents. Membership of the group is fluid, with some pupils needing only one term of intervention in order to successfully make the transition into the secondary environment.

### Transition Curriculum

Every year there is a very small number of pupils who enter Year 7 with academic skills that are significantly below those of their peers. This may be due to a learning difficulty, medical issues (leading to gaps in education) or significant gaps in development. The only subjects set according to ability in Year 7 are English and Maths, therefore these children can experience great difficulties accessing the curriculum in other subjects. Once identified through baseline assessments, the pupils receive a large portion of their weekly curriculum via a holistic cross curricular approach aimed at developing their basic skills and providing wider scope for demonstrating achievement and progress at an accessible level. The aim is to use the subject content as a vehicle for embedding literacy, numeracy and effective learning skills.

### Facilities

Both groups are held in a well-resourced room, specifically developed to meet both Nurture and educational needs. A well equipped kitchen area gives opportunities to develop life skills; ICT facilities, including learning via interactive technology, allow pupils to access a very wide range of learning tools and an informal seating area provides a relaxed environment for developing reading skills.