



## Nurture Curriculum Statement

### Intent:

At Brookfield, we believe that the curriculum offer should bring to life our vision of “overcoming barriers for a brighter future.” Brookfield School aims to offer all pupils an outstanding educational experience that understands specific needs and provides specialist support, challenge and intervention through the delivery of an inclusive, holistic and personalised approach. Nurture at Brookfield School is key to personalising our offer further by “providing firm foundations for a brighter future”. Nurture aims to build and develop pupil’s social and emotional skills which are necessary to enhance learning and functioning for the rest of their academic career and beyond. We enhance the school’s intent by preparing pupils, through skills developed, to ensure that pupils will be ready to learn and be equipped to be lifelong learners, responsible citizens and to be future ready.

Within the sessions we aim to create a calming atmosphere where all pupils feel safe and secure and are able to share experiences, create new opportunities and develop new relationships all within a culture of trust. They are given the opportunity to learn and practice social skills that are too often not embedded throughout their life experiences outside of school. The sessions are designed to address daily communication skills, friendship skills, self-awareness and self-esteem along with developing Emotional Literacy.

### Implementation:

The Nurture curriculum is an integral part of the curriculum here at Brookfield. Encapsulated within the Nurture specific curriculum are the ‘golden threads’ that underpin all aspects of life at Brookfield School.

Year 7– Pupils are taught structured Nurture sessions focusing on key areas of social development. The content of these sessions is planned by an experienced member of staff but is flexible based on the individual nature of the SEMH pupils and each cohort. The curriculum themes and the length of topics will be tailored to the year group and fully differentiated to meet the specific needs and gaps in social learning and need for practice and are taken from a bank of topics including a full programme designed by the school SaLT (Speech and Language Therapist) and another by the school ELSA (Emotional Literacy Support Assistant). Before entry pupil EHCPs are read and forensically analysed along with Educational Psychologist and other supporting documents to gain an overall picture of the individuals and the group as a whole. From here initial ideas are collated for the first units of the Nurture curriculum. Once pupils have begun to settle in the school and staff have a deeper understanding of their strengths and difficulties the three strands of the Snap B questionnaires are completed, usually around the end of the first half term, to determine the next steps for the development of that cohort's curriculum. This process is then repeated at the end of Spring 1 and then Summer before transition up the school.

Year 8 – Nurture sessions are delivered by the Nurture Lead to the year 8 ASD group only. This is to build upon year 7 learning and continue to support and practice skills required for a successful time at Brookfield School and beyond.

The work of the Nurture lessons does not stop at the classroom door. Pupils across the school are required to sit as form groups with their key form staff at the lunch table. This is further practice for pupils' social skills as many do not sit together as a family at home. Pupils are reminded about the social practices of table manners, choice of subject matter and language whilst with adults, along with the skills of respect, turn taking and patience. This conversation is often led by staff to discuss topics covered in PSD, situations which may have developed throughout the day or to discuss events in the news if required. This is seen as valuable learning time by staff as pupils talk more freely in the unstructured environment away from the perceived pressures of the classroom. This gives many opportunities for overlearning much of the skills and knowledge introduced and explored in the classroom.

### Impact:

- Pupils build confidence, resilience and self-esteem
- Pupils learn to manage their emotions and communicate effectively in a range of settings
- Pupils work co-operatively and develop empathy
- Pupils gain resilience and other key skills
- Pupils develop strategies to cope with specific learning needs and a sense of belonging

The use and analysis of Snap B in the Nurture department not only informs planning but plays a central part in recording and tracking progress. The initial questionnaires are completed around six/seven weeks after year 7 entry, once pupils have settled and we have observed typical behaviours, as a baseline for behaviours and skills. Around a term later they are reassessed and again before pupils move to year 8. This intense retesting via the Snap B questionnaires tracks the progress and identifies where individual or whole group intervention is required and which further topic in the Nurture curriculum would be of most benefit.

In addition to the use of Snap B staff complete an EHCP outcome tracker. This is a working document where observations of targets being met, difficulties observed along with required differentiation, scaffolding and techniques used that have been seen to help in given situations are recorded.

### Legal Requirements

Brookfield School ensures that a comprehensive programme of Nurture gives pupils many of the skills required for achieving the Social, Emotional and Mental Health Difficulties; Sensory; Speech/Language/Communication objectives set out in their EHCP.

Under Section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of

pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Schools also have duties in relation to promoting student wellbeing and student safeguarding (Children Act 2004).