



Nurture Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

Attend:

- The Nurture Team promotes high expectations alongside unconditional positive regard, using regular check-ins to share care and responsibility for attendance, with no stigma attached to periods of absence.
- Each student's nurture teacher is often their trusted adult; we consistently recognise and celebrate positive achievements and maintain frequent, proactive, and positive communication with parents and carers.
- We provide targeted support at key transition points, including enhanced Nurture provision in Year 6 and support for GCSE pathway transitions, to reduce anxiety and support a smooth transition into the next phase of education.
- Strong emphasis is placed on emotional regulation and relationship-building within lessons; wherever possible, we avoid sanctions and prioritise keeping students in the classroom and engaged in learning.

Learn:

- The Nurture Team has a thorough understanding of each student, informed by close communication with the SENDCo and detailed analysis of KS2 and primary school data. Nurture teachers are specialist primary-trained practitioners or inclusion specialists with strong expertise in meeting diverse needs.
- Teaching follows an assess-plan-do-review cycle, including termly reading assessments and half-termly diagnostics for Year 7 reading interventions. Many early reading interventions take place within English lessons to maintain curriculum access, continuity, and a strong sense of belonging.
- Nurture English, History, and Geography follow the mainstream curriculum, carefully adapted to remove barriers to learning. Consistent routines—such as a common lesson start—are embedded across subjects to provide structure, security, and a welcoming learning environment.
- Lessons consistently demonstrate inclusive practice, including scaffolded learning, explicit instruction, dual coding, and chunked guidance. Learning Support Mentors are deployed to promote independence, assistive technology use, and emotional regulation, supported by regularly reviewed individual learning plans.

Keep Up

- Strong, trusting relationships underpin all practice; individual barriers to learning are carefully identified and addressed through personalised support and regularly reviewed learning plans, with new targets set by Nurture teachers.
- Homework and revision activities are designed to keep up with learning by developing independence and organisational skills through manageable, structured tasks that are achievable within a realistic timeframe.
- Retrieval practice is embedded regularly, particularly through lesson starters, and is informed by research to support processing difficulties and literacy needs. Approaches often include verbal rehearsal and a reduction in reading and writing barriers to ensure students experience success.
- Cohort-specific reading interventions, across KS3 are delivered within English lessons to close gaps without removing curriculum access.
- Emotional regulation is explicitly taught during designated LIFE skills sessions and consistently reinforced by teachers and Learning Support Mentors. Students are supported to practise and apply new strategies in a safe environment, enabling transfer to wider learning and life contexts.

Enrich

- Year 8 students are offered regular opportunities to develop key life skills—including teamwork, communication, independence, and resilience—through monthly Adventurous Training activities led by the school's specialist Adventurous Training team.
- The Nurture Team works closely with designated Learning Support Mentors and Deputy Heads of Year to ensure students are well supported to access a wide range of enrichment opportunities, including educational visits and extracurricular clubs.
- A nurture-specific club is provided to promote a strong sense of belonging, enabling students to form new friendships and build confidence through shared interests in a safe, supportive environment.
- The nurture classroom environment further supports enrichment and inclusion, with a class pet helping to develop responsibility and care for others, alongside inclusive displays such as students' own artwork, pet photographs, and a classroom fish tank to foster pride, ownership, and belonging.

Engage

- Positive relationships with parents and carers are established early, beginning with Year 6 Nurture transition events, creating strong foundations for ongoing engagement and partnership.
- As a team, we prioritise celebrating all successes—however small—and adapt communication strategies to overcome barriers some families may experience, ensuring inclusion and accessibility.
- Learning Plans are shared with parents termly, and parent voice is actively encouraged. Close collaboration with tutors further strengthens consistent pastoral support and shared understanding.
- Due to high levels of daily contact, staff are well placed to identify when students are struggling and respond promptly to practical needs such as equipment, uniform, or access to food, ensuring barriers to engagement are swiftly removed.