

Breckenbrough School

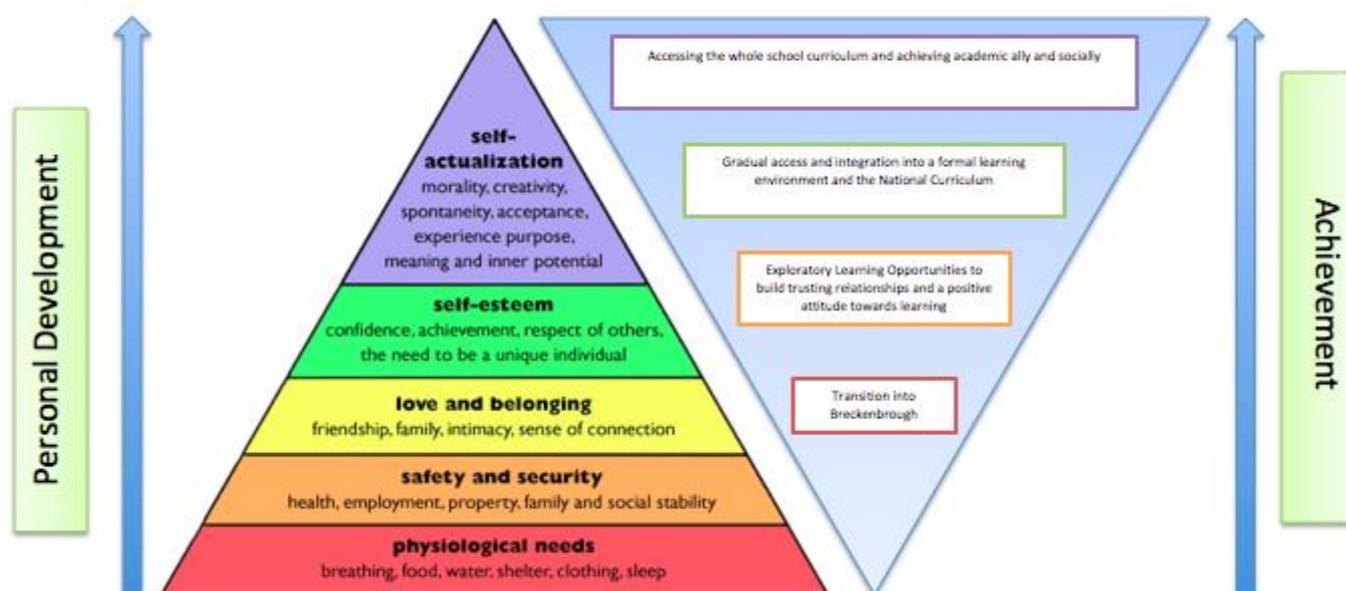
TRANSITION GROUP POLICY



What Is Nurture and how is it related to Transition?

The concept of nurture and of how we navigate life's transitions, highlights the importance of social environments - who you're with, and not who you're born to - and its significant influence on behaviour and cognitive ability. Students and young people who have a good start in life have a whole host of advantages over those who don't have such positive experiences at home when they are little. They tend to do better at school, attend regularly, enjoy activities with friends and are significantly less likely to offend or experience problems with poor physical or mental health. Nurture groups offer an opportunity to learn the early nurturing experiences some students and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life. At Breckenbrough many of our students have come to us after having difficulty in assimilating into mainstream education. For some students, this experience has often negatively affected their view of education and of educators. For others, it means that their cognitive, social, and emotional needs have not been met and they are unable to function effectively within the demands of an academic curriculum. These students may need some time away from a restrictive framework in order to better develop their social and emotional needs, such as relationships and social interactions.

Following the model of Maslow's Hierarchy of Need, every student arrives at Breckenbrough seeking a safe, nurturing environment where they can be accepted and learn. Due to their adverse experiences in prior settings, our first goal is to reduce anxiety levels and for every student to feel safe and secure in the school environment. It is unreasonable to expect any academic progress until this has been achieved. Every student progresses through the school seeking to achieve what Maslow terms as self-actualisation, which is essential in achieving the second key goal. As a student progresses upwards through the levels of Maslow, there is a parallel increase in engagement, learning and academic progress.



Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups vary in size and age group: from early years, primary or secondary. Students will spend appropriate times within the nurture group according to their need and typically, will eventually return full time to the school's usual curriculum and timetable. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationships between staff and students, always nurturing and supportive, provides a role model that students observe and begin to copy. Food is shared at breakfast' or 'snack time' with much opportunity for social learning, helping students to attend to the needs of others, with time to listen and be listened to.

At Breckenbrough we lay great importance on the transition of our students because of their varied, and often negative experiences of school. It is this transition from home to school, from previous school to Breckenbrough and from KS2 onwards that can often cause difficulty with students who are diagnosed with ASC and other conditions, such as PDA and ADHD. In utilising a nurture concept, our aim is effectively transition according to need and therefore our approach will always be student-led and student-focused. Our Transition ethos is grounded in Quaker values of: Simplicity; Peace; Integrity; Community; Equality and their related concepts and ideals. Our Transition group's given needs will always dictated our focus and we will adapt to this accordingly. At Breckenbrough, for the 2019/2020 academic year, we have two different Transition Groups.

- Transition Group – current Year 8 students who have had difficulty in accessing the curriculum in Year 7.
- Induction Group – current Year 7 students who are all new to Breckenbrough.

These groups, while 'nurtured' in actual need, will be supported very differently. The outline of both will be addressed at the end of this document.

The need for a nurturing transition

As students learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. Nurture groups have been working successfully for more than 40 years in the UK and now in other countries including Canada, New Zealand and Romania, and have been praised, supported and recommended by organisations such as Ofsted, Estyn and HMIE.

The Six Principles of Nurture

1. Students' learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in Students' lives

Our Aims

- To have a predictable, calm and purposeful environment and timetable.
- To develop self-esteem and social skills.
- To develop relationships between adults and students and within peer groups, building trust, confidence and reliability
- To develop responsibility for self and others.
- To help students learn appropriate behaviour.
- To help students learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To work in partnership with parents to achieve consistency of approach at home and school.
- To provide an on-going assessment using the Boxall Profile.

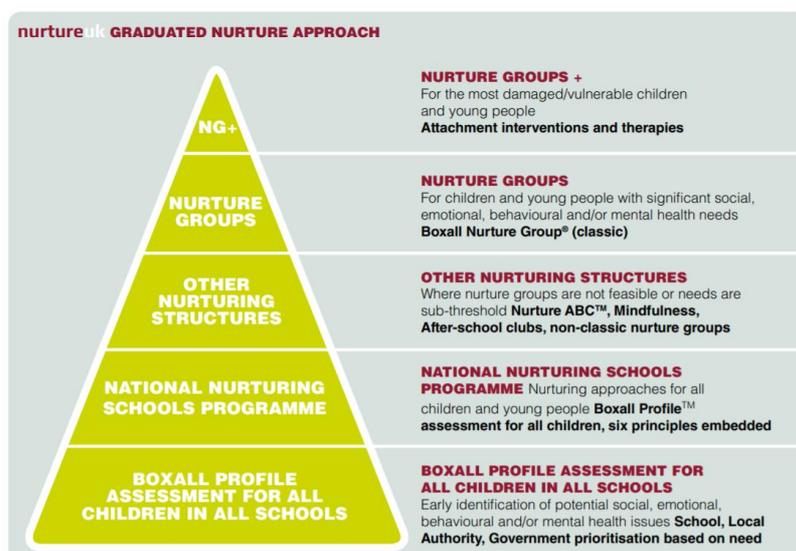
The curriculum

- The nurture group provides a modified curriculum that is suited to STUDENTS' needs.
- The group covers the curriculum in a stable and consistent setting – many students with ASC experience great anxiety when having to move around school from lesson to lesson. Therefore, our Transition Group [current Y8] will remain in one base and their KS3 teachers will attend in there.

- Areas such as Cooking and Outdoor Education are also included as part of an adapted Enrichment programme of activities.
- The sessions are divided into small chunks of time with each activity serving a clear purpose.
- Activities are designed to offer students criteria for doing well that guarantees success with the aim of boosting a child's self-esteem and sense of identity.

The Boxall Profile

We use an adapted tool, which is loosely based on the 'Boxall Profile' to determine whether the child needs a nurturing approach. We use this assessment as we feel it is a precise way of assessing students, planning the intervention and measuring the success of each student. We use an approximation of the Boxall profile as our entry and exit criteria into the Nurture group. Our planning is done to take into account the academic needs of the child and each child will have a different profile and different developmental needs, basically as set out in this pyramid:



Our students, for the most part, fall into the middle category of need and therefore staff will use a range of devices, such as:

- Resources, strategies and activities to be used as to individual need.
- Staff to use a range of communication strategies, such as hand gestures and sometimes non-verbal communication displayed in body language, use of emoji cards and so on.
- Attract a student's attention by using their name before giving instructions – these broken down into achievable goals.
- Use of a visual timetable to ensure students are aware of the structure of the day.
- To complete short tasks that are achievable for students.
- Use of rewards to encourage students.

The following types of students would normally be considered for inclusion in such a group:

- Those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust;
- Students who are withdrawn and unresponsive;
- Students with poor social skills, who cannot share or are demanding or uncooperative;
- Those with a poor attention span;

- Students who demonstrate immature behaviour;
- Students who behave aggressively, impulsively or inappropriately in other ways;
- Students who find change upsetting;
- Students who appear unable to integrate into a mainstream classroom setting.

Partnership with Parents/Carers

We recognise the importance of involving the parents/carers of a child in their education.

Each parent/carer will be given details of the staff involved and what we do to support their child.

We aim to keep parents/carers informed of their child's progress and provide them with support and advice.

Parents/carers are invited to join the group periodically to see what their students are doing and to join in some activities.

Re-integration

A reintegration structure will begin in Term 2 when students will begin a staged programme of going back into the main body of the school for some lessons. This will continue in stages until, by the end of term 3, and in readiness for the next academic year, all lessons will be conducted away from the Transition Group's classroom.

Success Criteria

- We provide affirming, positive and manageable sessions;
- Time-out is seen as an effective strategy;
- The incentives used are seen as desirable by students;
- What is acceptable and unacceptable behaviour is made clear;
- Any inappropriate behaviour is spotted quickly and dealt with through discussion and empathy building exercises;
- A session's routines provide security;
- The activities are tailored to guarantee success so that each child can see the;
- Students are given unconditional warmth and acceptance;
- There is a focus on group-building activities;
- Students have greater attention in class;
- Students gain confidence and are more willing to take on new challenges;
- The sense of success enables students to put more effort into their work;

Transition Group: Current Year 8

Based in the old Primary room – the central part of the school, but away from the teaching block, offering a calm and consistent space. This is an indicative timetable:

Day	P1	P2	Break	P3	P4	P5	Lunch	P6	P7	P8
Mon	Communication and shared space work/oracy/turn taking	Reciprocal reading	And lunch choices	Cool down	Literacy	CV	45mins	Maths quiz from Morning's activity	Spellings and dictionary activities	Review, challenge and praise
Reg:				Maths	+DIRT		15 mins regroup and cool down			Plan for next day
8.50 – 9.15		Decoding text and inference		+DIRT						
Tues	Handwriting/OT	Reciprocal reading		Cool down	Maths	CV		Maths	Literacy in History	
Reg:	CV			Comprehension activities from reading session	+DIRT			+DIRT		
8.50 – 9.15										
Wed		Maths quiz from previous day's work		Cool down	Maths	CV		Literacy in Science	Reciprocal reading	
Reg:				Literacy + DIRT	+DIRT					
8.50 – 9.15		Retrieval practice								
Thursday		Literacy quiz/retrieval		Reciprocal reading	Comprehension +oracy	CV		Maths	Literacy	
Reg:								+DIRT		
8.50 – 9.15										
Friday		Literacy		Review History	Review Science	CV and week in review				
Reg:				Retrieval	Retrieval					
8.50 – 9.15										

The designated time for reflection and consolidation is a key element of our support and this will follow initiatives based on the following, which can all be reinforced at home:

- Teaching children simple relaxation techniques** can be very effective in managing impulses and controlling emotions. A child needs to learn to recognize when he is starting to lose control and then implement these techniques before the situation gets out of hand. In order to help the child use calming techniques,
 - We can take a picture of him posing with an “upset” face and an “angry” face – or get him to draw them or choose from a series of emojis. Next to each face, writing strategies or ways of seeking help that he can use when he starts to feel this way. Students can practice using the card and the techniques.
 - These cards can be completed each morning at home with information for the teacher as to any issues experienced – they can similarly be completed at the end of each day, with information for the parent.
 - Relaxation techniques can include taking deep breaths or counting to 10.
 - In addition to relaxation techniques, he may benefit from learning to walk away from a person who is making him angry, or asking a teacher for help.
 - Parents are always consulted to determine if they know what may trigger an outburst (such as loud music on the bus), school will be in contact with the transport providers and we can build strategies about what realistic modifications can be made to help students maintain control. This may be as simple as wearing headphones to listen to his own music, or posting the card with a student’s calming strategies on the bus seat and at his desk.
- Show students how to be flexible** by showing him how things can change
 - saying it is “no big deal.” You can illustrate this by taking an ordinary object, like a funnel, and turning it into a party hat, trumpet, or unicorn. Class will read the *Amelia Bedelia* books, where the heroine takes everything literally.
 - Students can talk about what Amelia can do differently in each situation she is presented with.
 - Finally, students can make up new rules to games, such as having players slide down ladders and walk up slides in Chutes and Ladders, or putting the bases in reverse order in kickball.
 - Making very small changes in the student’s daily routine to help him learn to deal with unexpected changes, such as giving students scripted phrases to use, such as “no big deal” or “zigger-zagger,” to let him know that change is OK.
 - Sharing these phrases with other teachers and parents so they can also use them.
- Improving working memory**, building this skill by having students

- teach each other the steps of a task.
 - how to use a graphic organizer.
 - teaching fun mnemonics to remember the colours in the rainbow or planets in the solar system – music and rhyme are great techniques for this as is dual coding.
 - Multisensory strategies to help students retain information by writing down what needs to be done, having them repeat it, and then tossing a ball back and forth while repeating the information a third time.
4. **A variety of simple techniques can be used to help students with organizational skills.**
- Colour-coded sticky notes to mark important pages in books and assignments, or use his smartphone to put important dates and daily reminder alarms.
 - Visual checklists, backpacks with different coloured pockets, caddies, and coloured pocket folders are often helpful.
 - Having a Celebration notebook that the student can complete at the end of the day to make sure that he can see his successes and achievements – not just academic, but a holistic and broader scoped pattern of development in his school experience. Students can (write and) comment positively on how well their classmates have done.
5. **Self-Assessment can be accomplished by**
- identifying a few specific behaviours students can work on at home and school. For example, you may select “Say ‘hi’ to people when you walk into a room” and “Ask others how their day is.”
 - Avoiding vague behaviours such as “be good” and “be nice.” Write these specific behaviours on a card that the student can carry. When opportunities come up for the student to exhibit the behaviour, ask if he did what was on the card. Celebrate achievements.

Induction Group: New Year 7

The Induction group are all new students to the school and together will form one class. The induction group will be supported by:

A form tutor and a home group room.

- The day will start at 8.55 and form tutor will gather students and escort them to group room
- For 20 mins the class will settle and form tutor will lead them through any issues and in the first term will cover an induction list of expectations and Quaker ethos – **list to be attached.**
- A designated LSA will escort students to all lessons and remain with them through the day. In this time she will complete progress profiles of all students based on EHCP and other defined and developmental needs. **Please see list below.**
- Students will not have 5 minute breaks, but will go directly to lesson.
- Lunch break will begin earlier and will be in the small dining room. It will end after 45 minutes and students will return to home room to check on well-being and preparedness for afternoon sessions. Tiredness to be monitored and supported as necessary.
- P8 - students will return to home room for consolidation of day’s activities and challenges. Celebration of achievement. LSA to be timetabled elsewhere at this point.
- Progress each day to be directly shared with and guided by Transitions Manager.

Transition Group and Induction Group will share the same lunch schedule and break as the Primary Nurture Group.

Name of child: _____ Date: _____

<u>Skills</u>	<u>Consistently achieved</u>	<u>Occasionally achieved</u>	<u>Not achieved</u>	<u>Notes</u>
Social Skills <ol style="list-style-type: none"> 1. Has a good relationship with adults. 2. Shares toys and/or equipment. 3. Plays/works co-operatively with a partner. 4. Plays/works co-operatively with a group. 5. Loses graciously. 6. Waits and takes turns. 7. Lines up without interfering with others 				
Listening <ol style="list-style-type: none"> 1. Listens without interrupting. 2. Follows instructions. 3. Asks a question about what has been said. 4. Sits still, listens and looks. 				
Emotional Literacy <ol style="list-style-type: none"> 1. Identifies and models facial expressions 2. Identifies and models body postures. 3. Attributes appropriate feelings to characters in stories. 4. Responds to questions, such as 'How would you feel?' 5. Recognises how their body feels when calm/upset/angry. 6. Articulates their feelings appropriately. 7. Understands the needs and view of others. 8. Expresses wishes/dissatisfaction without negative verbal or physical behaviour. 9. Accepts responsibility for actions 				

Denial Acceptance <ol style="list-style-type: none"> 1. Can accept a clear choice. 2. Can accept a 'No' answer. 3. Can do as asked without argument. 				
Understands the rules of the group				
Accepts the rules of the group				
Subject Area Engagement – academic only – teacher comments English Maths Sciences <ul style="list-style-type: none"> ➤ Biology ➤ Physics ➤ Chemistry MFL CS History PSHRE Key Skills Art DT PE Enrichment OEd				
Student comments				