

# SPECIALIST PROVISION IN A SECONDARY MAINSTREAM SCHOOL SETTING

## Case study

**“I enjoy being in tutoring and appreciate how much one-to-one support I get from my teachers.” - Year 11 Student**

### **Two components:**

- **Nurture Facility - Model has evolved over 8-10 years of practice:**

- 12-15 pupils accessing provision at any time
- Duration of time in unit – It is the aim for children to spend Year 7 in Nurture although this is a bespoke model that can continue into Year 8 in year groups where this would be beneficial
- Students in Nurture follow a full timetable of five lessons with break and lunchtime at the usual times
- Nurture provision is staffed by 1 specialist teacher for each lesson and 1/2 LSAs dependent upon need
- SEND needs including social and emotional needs.

### **Aim**

To meet needs of individual CYP, maintain educational entitlement – curriculum is a mainstream curriculum and covers all EBacc areas of learning (taught by subject specialists.) The young people are in their own form group and access subject rooms freely, not based in a single space. They are supported in their lessons by the enhanced staffing provision and their needs are met because of the enhanced SEND expertise of these staff. The school is seeking to extend this expertise base by rotating more staff through the provision, remaining mindful of the power of established relationships of trust for trauma informed responses. Time out cards are available if students need respite and staff are available to support them as they do so.

CYP who require additional intervention and support are encouraged to breakfast club. This helps CYP to settle ahead of the school day with support from LSA's. It means that there is a 'handover' from parents to school and time to discuss the school day and any problems that may occur ahead of the start of the school day. Breakfast club is run in the safe space for most learners – again, this is an important part of provision and helping to reduce barriers. The SENDCo is based in this space and many CYP use this as a 'check in' ahead of the school day.

Again, to help support needs of CYP with SEND, after school club is encouraged. Again, being based in the safe space and being run by LSA's – this provision helps support CYP to help remove barriers to completing homework and develop independence to work outside of the classroom setting.

CYP who use the Nurture provision are vulnerable young people or with additional needs. SENDCo supports transition of students into high school by running an extended transition programme. Once on roll SENDCo is then the class teacher of the provision for English. This is extremely beneficial as it helps to further understand needs and behaviours of CYP to share with class teachers and help develop and shape provision for learners. Also, with a specialist eye on this provision, it enables further interventions to be embedded or sought in a timely manner to help remove barriers or prevent barriers from forming. Again, it is also important to monitor attendance and progress from the view of SENDCo to communicate this to pastoral and academic leads.

### • **Tutoring Model - Newly established:**

- 2-6 children at any one time
- 1 teacher with support from Learning Coaches
- Social and Emotional barriers to learning – Children either experiencing high levels of emotional based school avoidance or on the verge of permanent exclusion.
- Home tutoring is available as a phased option for those too anxious to enter school.

The children in the tutoring facility are based in a set area with secure exits, a careers section, group work and coaching area, tutoring room/ classroom and 3/4 withdrawal spaces/ offices.

Children are taught by subject specialists across a full EBacc range of subjects, who attend the unit in line with the timetable.

Children can invite friends to attend at lunchtime to support socialising and reintegration where possible.

The impact of the tutoring model is successful for the students who are allocated a place. We currently only have one Year 11 student who regularly attends the tutoring programme and has done so for most of his KS4 education. Through the tutoring model, the student in question has been able to access all his chosen GCSE options and other core subjects, an option that otherwise may have not been available to him if he had to choose another education provider after choosing his option subjects.

The students are taught by specialised and experienced teachers in their respective subjects to allow for the best support available whilst they try to navigate adapting to a new learning environment, the expertise from these teachers allows for the minimisation of distractions and to take advantage of the smaller class sizes with regards to engagement.

Attendance of the students within tutoring is good, we find when students who have missed education for extended periods are offered this opportunity as a form of reintegration, they engage well and attend more regularly than when they were in regular provision for education. If a particular student does not attend and it was noted that their engagement was declining, the family/guardian of the child in question would be asked to meet to discuss their future in the tutoring model with a view to remove them from it if they did not try to make it work.