

The Nest



Purpose

The Nest is a new setting in school developed to support children with Autism Spectrum Disorder (ASD) and speech, language and communication difficulties. Running alongside The Orchard, The Nest has been tailored to meet the more complex needs of a small number of children. By providing this additional space, we are able to offer a more sensory based approach, tailored to meet the needs of each individual learner who attends whilst also allowing them to work at their own pace in a suitable environment.

The provision has been carefully planned with consideration for the diverse complexities amongst the children in order to create an area in which they are able to learn and progress whilst continuing to attend a mainstream school. Offering an open space, with suitably trained staff, The Nest provides opportunities for children to explore their skills and engage in sensory based experiences. This room is a quieter, more minimalist space allowing the children to focus on more specific areas of learning and exploring.

Whilst attending the Nest the children will participate in specialist interventions personalised to the individual child. With links to the curriculum through themed work and continuous provision, the children are able to play, learn and explore in a way that is appropriate and manageable for them. The children will be supported to develop early communication skills through the use of visuals and participating in intensive interaction with staff.

The Nest is a safe, stimulating environment that encourages learning and promotes accessibility for even the most complex of learners. This ultimately encourages them to reach their full potential and achieve high quality outcomes whilst attending a mainstream school.

Objectives

Identification

The identification process for the children may be done in a number of ways. Initially, we gather information from parents, health services and relevant knowledge from previous educational settings for any child joining our school. We rely on teachers in the mainstream to report any concerns as early as possible in order to begin intervention where needed. More specifically to The Nest, the children who already access a specialist provision in school may be considered if the provision they are already attending or support they are receiving is inappropriate and inaccessible for the child. Teachers working in the specialist provisions in school have the knowledge and understanding required to assess whether or not The Nest would be an appropriate setting for a child to access.

Monitoring

The children who attend The Nest are monitored through a number of assessments. All children are monitored using; The Early Years Developmental Journal, The Autism Education Trust framework and The Engagement Model. Data is gathered each term to ensure all children are fulfilling their potential.

Ensuring accessible provision

The Nest provision offers a sensory and exploratory curriculum to support the children to develop self-awareness and opportunities to explore their senses in a way which they can enjoy. They will work on building attention through attention autism strategies and develop early communication skills through intensive interaction. The teaching and learning will be approached in a unique way to meet the specific needs of each individual child.

Developing a support network

A successful support network relies on the quality communication between all staff, agencies who work directly with the child and family members of the child. The members of staff working in The Nest have opportunities to speak with the lead teacher and also the parents of the children each day. Parents are invited to have daily discussions with staff to discuss their child's day at school. Parents are also invited to attend meetings in school with the SENDCo whenever they have any additional concerns or require any support for their child. The SENDCo also has regular meetings with staff who work in the provision to offer advice and training to continuously improve the provision offered to the children.

Developing independent learners

Our children are encouraged to be independent learners as far as possible and accessible to them. Children have the opportunity to explore and engage with sensory experiences that they can choose from within the provision. We aim to make this inviting and engaging by discovering where each child's strengths lie and what spikes their interest, we can then provide them with the tools and resources to engage within their own learning.

Number of Pupils

There are currently four children who attend The Nest, with an additional two children accessing during the afternoons. Their ages range from Reception to Year 4. The number of children who attend this provision must remain low to maintain the quiet and space available to the children who require this to gain the most from their learning experience.

Admission to The Nest is entirely at the school's discretion and will always be done in consultation with parents and carers. The classroom is funded and provided solely by the school. School ensures that the number of pupils accessing the classroom does not exceed 4 full-time and 2 part-time pupils, for increasing the number of children will be of significant detriment to the efficient education of those currently attending.

EHCP

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

All children who attend The Nest have an EHCP in place. The targets set out in their EHCPs are used to plan specific provision and ensure their needs are met.

Where pupils, whose parents/ carers are seeking a placement at Peel Park Primary School through the EHCP consultation process, this will be a placement in a mainstream setting; a placement in The Nest is a decision that will be made by the school where there is capacity in the classroom and only where this is considered to be in the best interests of the child.

Home School Liaison

A strong relationship between home and school is fundamental to supporting the child to achieve high quality outcomes. We offer daily conversations with the leader of learning from The Nest and also scheduled meetings with parents involving class teachers and the SENDCo. Class teachers are contactable through email and greet the parents twice daily at the classroom door. Where appropriate children have home/school diaries. We also liaise with parents through Class Dojo. Evidence of learning will be posted to Class Dojo for parents to see.

Parents are able to contact the school any time and schedule meetings with the SENDCo if they have any recent concerns that may impact their child's learning.

Monitoring and Evaluating Success

Evidence of the effectiveness of The Nest will be shown and continuously developed by:

- Use of EHCP target books to show progress towards individual outcomes.
- Regularly reviewing targets and outcomes.
- Evidence of learning uploaded to Class Dojo and shared with parents.
- Differentiated themes and planning for the provision to engage with the children's interests.
- Good practice of teachers and tailored interventions delivered and effectiveness reviewed.
- Evidence of progress towards targets on provision map reviews.
- Providing additional, effective intervention.
- A notable and positive impact on children's mental health and wellbeing whilst in school.
- Discussions with parents around the child's progress.
- Having positive relationships with parents and gathering up to date information around the children's needs and interests to ensure the provision remains appropriate.