

Nest Curriculum Statement

Within the Nest our aim is to provide a nurturing environment which is established on the six developmental strands of Thrive to promote positive relationships and emotional connections. We intend to support the emotional health, wellbeing and social needs of both new and existing students and will employ trauma-informed approaches which are underpinned by child development theory, attachment theory and creativity, play, the arts and time in nature.



INTENT

Our bespoke curriculum is delivered consistently by experienced staff members who aim to offer students the opportunity to see our setting as a safe and caring space, a home from home welcoming environment, where they have the opportunity to re-visit gaps in early learning skills and are able to build trusted relationships with staff and peers.

We take a holistic approach to supporting students in becoming more self-aware by building confidence, resilience, and equipping them with a 'toolbox' of coping strategies to assist them in managing their social, emotional, and mental health needs with increasing independence as they progress through the school and beyond.

IMPLEMENTATION

As new students arrive at Sheridan school they spend a transition period within the Nest. During transition staff carry out baseline assessments to assess current academic levels. After a settling period, staff will also undertake an initial Thrive assessment to identify and address gaps in students social and emotional development. Students will then have their needs met through targeted Thrive classroom support. Some students may also receive 1:1 or small group targeted Thrive provision where specific gaps have been identified.

In the Nest we understand that all behaviour is communication of unmet needs, and that students learn in different ways and at different paces. As such our transition is student led and personalised. Some students will need to spend longer in the Nest's nurturing environment, however once they have grown in confidence and are ready to integrate, they will make a supported transition with a trusted member of Nest staff into their year group class. Whilst in the Nest students are provided with opportunities to spend time with staff and peers in the Primary classes to build trusted relationships as part of the integration process, to promote a sense of belonging, where they feel a valued part of the wider school community. Taking part in social skills visits and joining Primary peers for offsite activities.

Students may be referred back to the Nest in consultation with the SEND manager, Head of Primary and Lead Nest Practitioner. Referrals may occur for support in a number of areas of social, emotional and mental health including anxieties, low self-esteem, building relationships, disengagement and bereavement. Students may also be referred for TIS sessions where appropriate to help work through early trauma.

What the Nest offers students:

Universal:

- A nurturing environment grounded in the six developmental strands of Thrive (Being, Doing, Thinking, Power and Identity, Skills and Structure and Separations and sexuality) to build a sense of belonging, confidence and resilience, emotional literacy skills, toolbox of coping strategies including mindfulness.
- Strong communication between students, carers, professionals, Nest practitioners and primary staff.
- Baseline assessments to establish 'working at' levels in Literacy and Numeracy.
- Thrive Assessment to inform SEMH provision,
- Trained, consistent Nurture practitioners.
- Trained Trauma practitioner to provide personalised interventions to make sense of past or ongoing life events.
- Trained Thrive practitioner to support social and emotional development.
- A bespoke curriculum based on students' individual needs. Using of EHCP and Thrive assessments to set targets. Use of AQAs to highlight achievements and build self esteem
- SCARF – Adults model school values by promoting The Nest as a welcoming, safe and inclusive space for all. Promoting a culture of empathy, kindness and respect. Building trusted relationships with emotionally available adults. Promoting resilience through mindfulness and a growth mindset approach

Targeted:

- Maths intervention - Times tables, number, targets from STAR maths assessment and Freckl.
- Literacy intervention – Phonics, SPAG (word level), Colourful semantics (sentence level).

Specialist:

Access to therapeutic approaches:

Social skills visits – shops, cafes to build life skills.

Farm visits

Pony trekking

Music Therapy

Play Therapy

Garden Therapy

Trauma support

Ecklan

IMPACT

The Nest's nurturing curriculum begins to equip students with many of the skills they will require for achieving their Social, Emotional and Mental Health needs; Sensory and Speech/Language/Communication objectives as set out in their individual EHCPs.

Base line assessments will identify students' specific needs in Reading, Writing and Maths. Generating curriculum targets from assessments including, Salford Reading and STAR Maths which will identify areas for targeted support these will then be met through interventions such as Phonics, SPAG (word level) and Colourful Semantics (sentence level) and Number, Times table and Freckl for Maths.

The use and analysis of the Thrive assessment tool in the Nest will not only inform initial intervention planning but will play a central part in recording and tracking social and emotional development as students transition across the school. The initial questionnaires are completed around four weeks after pupils join the school, once pupils have settled and staff have observed typical behaviours, as a baseline for supporting students social, emotional, and wellbeing needs.

Students will:

- Build confidence, resilience, self-esteem, and a positive self-view.
- Learn to manage their emotions and communicate effectively in a range of settings.
- Work co-operatively with staff and peers and develop empathy and respectful relationships.
- Develop strategies to cope with their specific learning needs.
- Develop a sense of belonging in the wider school community.

