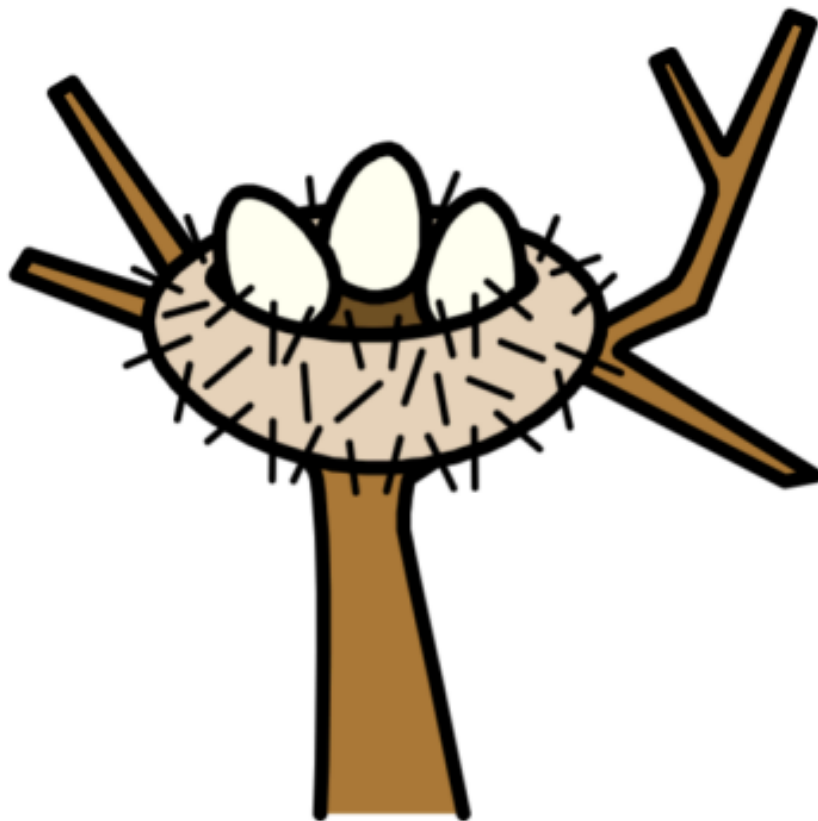


The Nest

Information Handbook

Stebbing Primary School Inclusion Base



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Ready



Respectful



Safe



Kind

Introduction

This handbook has been developed to provide staff, governors, parents, visitors and external professionals with a clear understanding of The Nest at Stebbing Primary School.

The Nest is Stebbing Primary School's Inclusion Base and forms an integral part of our school community. As the eighth class within our school, it reflects our commitment to ensuring that all pupils have access to an education that enables them to learn, participate and succeed.

This handbook outlines the purpose of The Nest, the curriculum that is delivered, the approaches used to support pupils and the impact that the provision has on children's learning, wellbeing and development.

Learning in The Nest may look different from learning within a mainstream classroom. This is intentional and necessary in order to meet the diverse and often complex needs of our pupils. Teaching approaches, communication systems, curriculum pathways and daily routines are carefully adapted to ensure learning is meaningful, accessible and ambitious.

Every child who attends The Nest is unique. Staff take time to understand each pupil's strengths, interests, communication style and individual needs so that learning can be adapted in a way that helps them succeed.



WELCOME TO THE NEST

The Nest is Stebbing Primary School's Inclusion Base and is considered the eighth class within our school. It is an integral part of our school community and reflects our commitment to ensuring every child has access to an education that meets their individual needs.

The Nest is not a separate school or unit. It is one of Stebbing Primary School's classrooms and provides a personalised learning environment for pupils who benefit from additional support with communication, interaction, emotional regulation and learning.

We recognise that children learn in different ways. Whilst many pupils access learning successfully within a mainstream classroom, some children benefit from a more personalised environment, smaller group teaching and specialist approaches that support them to engage, communicate and learn successfully.



OUR VALUES

In The Nest, we share the same values as the wider Stebbing Primary School community. We educate the "whole" child. This means developing a warm, happy and friendly environment where children are valued and value each other. At Stebbing, we offer children a safe, nurturing and supportive environment where they can grow and develop to fulfill their potential through a creative and fun learning journey.

READY

We support pupils to become ready for learning by developing communication, confidence, independence and emotional regulation. Predictable routines, visual support and personalised learning opportunities help children feel secure and prepared for the day ahead.

RESPECTFUL

We celebrate individuality and encourage pupils to value themselves and others. Children are supported to communicate their thoughts, feelings and needs whilst developing positive relationships with adults and peers.

SAFE

We create an environment where pupils feel physically and emotionally safe. Consistent routines, trusted relationships and personalised support help children build confidence and wellbeing.

KIND

Kindness is at the heart of The Nest. We foster a culture of acceptance, understanding and belonging where every child is valued and celebrated for who they are.



Ready



Respectful



Safe



Kind

WHAT IS THE NEST?

The Nest is Stebbing Primary School's specialist SEND provision and forms an integral part of the school's community.

It has been developed for pupils whose needs cannot always be fully met within a mainstream classroom despite high-quality teaching, reasonable adjustments and targeted support.

The Nest is not a separate unit. Children attending The Nest remain members of the wider school community. They continue to take part in play and lunchtimes, assemblies, celebrations, educational visits, Forest School, PE, school performances and wider school events wherever appropriate.

The Nest provides an environment where barriers to learning can be reduced and pupils can access the support they need to achieve success.

The Nest is not designed to separate pupils from their peers. It is designed to provide the support, structure and specialist approaches that enable children to access learning successfully and participate fully in school life.



WHY HAVE WE CREATED THE NEST?

Inclusion is not about every child learning in exactly the same place all of the time.

True inclusion means ensuring every child has access to the environment, teaching approaches and support they need to thrive.

Some pupils require a smaller, more structured and personalised learning environment in order to access education successfully.

Every child learns differently. Whilst many pupils can access learning successfully within a mainstream classroom with the right support and reasonable adjustments, some children benefit from a more personalised approach. The Nest provides an environment where learning can be adapted to meet individual needs, helping pupils to feel successful, build confidence and engage positively in school life whilst maintaining high expectations for every child.

Many of our pupils experience differences in communication, sensory processing, attention, emotional regulation, social understanding or learning. These differences can make accessing a busy mainstream classroom challenging, despite the very best efforts of staff.

The Nest exists to remove barriers to learning and provide children with the support, structure and specialist teaching approaches they need to make meaningful progress.

INCLUSION AND BELONGING

The Nest is an important part of Stebbing Primary School's commitment to inclusive education.

Pupils attending The Nest are not excluded from school life. Instead, they are supported to access it successfully.

Children regularly access opportunities alongside their peers, including:

- Assemblies
- Playtimes and lunchtimes
- Forest School
- Physical Education
- Educational visits
- School performances and celebrations
- Community activities
- Whole-school events
- Shared learning experiences where appropriate



We are proud that pupils in The Nest are recognised as valued members of the wider Stebbing Primary School family.

Every child is unique. Some pupils may spend more time learning within The Nest whilst others may access additional opportunities across the wider school. Decisions are always based on individual needs and reviewed regularly.

WHO IS THE NEST FOR?

The Nest supports pupils with a range of additional needs, including:

- Autism
- ADHD
- Communication and interaction needs
- Learning difficulties
- Some genetic and neurological conditions
- Sensory processing differences
- Social, emotional and mental health needs
- Complex SEND profiles

Many pupils have an Education, Health and Care Plan (EHCP). Placements are carefully considered in collaboration with families, school staff and relevant professionals to ensure the provision is the right environment for each child. Admissions for the Nest are made through Essex Local Authority as with all other admission applications for the school.



Although The Nest supports a core group of pupils, it also plays an important role within the wider school community. Children from across the school may access The Nest at different times for interventions, sensory regulation support, transition sessions, nurture provision or personalised learning opportunities. This ensures that support is available when it is needed and reflects our belief that inclusion is about meeting the needs of every child, not just where they learn.

OUR CURRICULUM

In The Nest, we believe every child deserves an ambitious education that helps them to learn, grow and reach their full potential..

Our curriculum is based on the **Sensory Curriculum** and its four-year curriculum cycle, which provides a clear structure for learning whilst allowing us to adapt teaching to meet each child's individual needs. We use the **Early Years Foundation Stage (EYFS) Framework** to help us understand each child's developmental stage, ensuring learning starts from where they are and builds on their strengths. [Our Sensory Curriculum](#)

We know that no two children are the same. Staff plan learning around each child's strengths, interests, developmental stage, **EHCP outcomes** and next steps. Learning experiences, teaching approaches and, where appropriate, the order in which learning is taught are adapted to ensure every child can access the curriculum in a way that meets their individual needs whilst maintaining high expectations.

Through our curriculum, children develop communication and interaction, literacy, mathematics, personal, social and emotional development, physical development, understanding of the world, expressive arts and design, emotional regulation, independence and the skills they need for everyday life. We want every child to feel successful, develop confidence in their own abilities and be well prepared for the next stage of their education.

Our curriculum places particular emphasis on developing:

- Communication and Interaction
- Cognition and Learning
- Independence and Life Skills
- Physical Development
- Emotional Regulation and Wellbeing
- Understanding the World
- Creativity and Expressive Arts



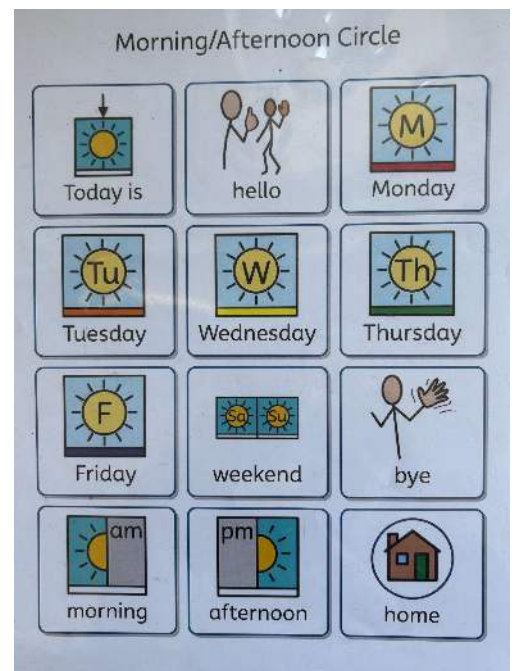
Through practical experiences, structured teaching and meaningful learning opportunities, pupils are supported to make progress from their individual starting points.

COMMUNICATION AND INTERACTION

Communication is embedded throughout every aspect of the school day. We believe every child deserves a voice and work hard to ensure that every pupil can communicate successfully using the methods that work best for them. We recognise that communication looks different for every child. Some pupils communicate using spoken language, whilst others use visuals, AAC, communication books or gestures. Every form of communication is valued and respected.

Pupils may communicate through:

- Spoken language
- Communication books
- Visual supports
- Symbols
- Gestures
- AAC systems
- Communication boards



Communication opportunities are carefully woven throughout the day to support pupils to express themselves, build relationships and engage in learning.



REGULATION AND WELLBEING

Children learn best when they feel safe, understood and emotionally regulated.

Many pupils in The Nest benefit from additional support to understand, express and manage their emotions.

We support pupils through:

- Predictable routines
- Visual timetables
- Sensory regulation opportunities
- Movement breaks
- Trusted adult relationships
- Calm spaces
- Outdoor learning
- Individual regulation strategies



We recognise that behaviour is a form of communication and seek to understand the reasons behind behaviours rather than focusing solely on the behaviour itself.

INDEPENDENCE AND LIFE SKILLS

A key aim of The Nest is preparing children for life beyond school.

Throughout the week pupils are supported to develop:

- Personal care skills
- Dressing and undressing
- Eating and drinking skills
- Classroom responsibilities
- Road safety awareness
- Community participation
- Social skills
- Decision-making skills
- Problem-solving skills



Independence is embedded throughout the school day.

Opportunities to make choices, take responsibility, solve problems and complete everyday tasks are carefully planned so that pupils develop the skills they need both now and in the future.

For some pupils, independence may be carrying their own belongings, putting on a coat, making a choice or ordering a snack during a community visit. These achievements are celebrated because they help prepare pupils for life beyond school.

LEARNING BEYOND THE CLASSROOM

Learning extends far beyond the classroom walls.

Pupils regularly access:

- Forest School
- Community visits
- Library visits
- Local shops
- Parks
- Outdoor learning
- Educational visits
- Cooking and food preparation



Learning beyond the classroom plays an important role in helping pupils apply their skills in meaningful contexts.

Community visits provide opportunities to practise communication, independence, social skills and problem-solving in real-life situations.

These experiences help pupils develop confidence, build resilience and gain a better understanding of the world around them.

ASSESSMENT AND PROGRESS

Every child follows their own learning journey, so we use a range of assessment approaches that reflect their individual developmental stage and needs.

Assessment takes place every day through observations, interactions, children's learning and professional judgement. It helps us celebrate achievements, identify next steps and plan learning that builds on each child's strengths.

Assessment may include:

- Tapestry Cherry Garden Branch Maps
- The Engagement Model
- EYFS assessment
- Pre-Key Stage Standards (where appropriate)
- Teacher assessment and professional judgement
- EHCP outcomes
- One Plan steps

Assessment helps us understand how each child is progressing and ensures learning continues to build on their strengths, interests and next steps. Progress is shared regularly with parents and carers and reviewed with external professionals where appropriate.



Working in Partnership

In The Nest, we believe that positive relationships with parents and carers are essential in helping children feel safe, successful and understood.

Parents and carers know their children best and play a vital role in supporting their development. We value the knowledge, experiences and insights they share with us and believe that working together helps us provide the consistency and support each child needs both at home and at school.

We communicate with families in a variety of ways, including daily handovers, ClassDojo, Seesaw learning observations, informal conversations and regular meetings. These opportunities allow us to celebrate achievements, share important information and work together to support each child's individual needs.

Parents and carers are actively involved throughout their child's journey in The Nest. This includes One Plan meetings, Annual Reviews, Child in Need meetings where appropriate, transition planning and meetings with external professionals, ensuring we are all working towards the same outcomes for each child.

We recognise that every family is unique and strive to build positive, trusting relationships where everyone feels listened to, valued and



involved in their child's learning journey.

By working closely together, we can provide children with the consistency, encouragement and support they need to grow in confidence, develop independence and feel that they truly belong.

A week in the Nest



The Nest Timetable Overview

Day/ Time	8:45-9:15	9:30-9:45	9:45-10:00	10:00-10:15am	10:15-10:25am	10:25am-10:40am	10:40-11:00	11:00-11:30	11:30-12:00	12:00-1:00	1:00-1:30pm	1:30-2pm	2:00-2:30	2:30-3:10
Monday	Morning choosing/ Continuous provision	Circle time - morning routine	Attention Bucket - 4 stages	Snack - life skills	Movement break if needed	Communication (English) writing/ reading table work	Playtime	Problem solving (Maths)- Table	Phonics + Story	Lunch & playtime	Afternoon circle time/ Continuous provision	Cooking skills	Life Skills/ Continuous provision e.g. local shop	Circle story time and hometime routine
Tuesday	Morning choosing/ Continuous provision	Circle time - morning routine	PE - Hall	PE - Hall	Snack - life skills	Communication (English) Table	Playtime	Problem solving (Maths)- Table	Phonics + Story	Lunch & playtime	Afternoon circle time/ Continuous provision	Dance lesson/ music + local park trip	PE: PARK TRIP/ SHOP	Circle story time and hometime routine
Wednesday	Morning choosing/ Continuous provision	Circle time - morning routine	RISE/ relax	Snack - life skills	Movement break if needed	Communication (English) Table	Playtime	Problem Solving (Maths) - Table	Phonics + Story	Lunch & playtime	Afternoon circle/ FOREST SCHOOL	FOREST SCHOOL	FOREST SCHOOL	Circle, story time and hometime routine
Thursday	Morning choosing/ Continuous provision	Circle time - morning routine	Sensory story	Snack - life skills	Movement break if needed	Communication (English) Table	Playtime	Problem Solving (Maths) Table	Phonics + Story	Lunch & playtime	Afternoon circle/ continuous provision	Brushing teeth session then POD - language focus play	Life skills/ Continuous provision.	Circle story time and hometime routine
Friday	Morning choosing and snack	Circle time - morning routine	RISE - Relax or music lesson	Snack - life skills	Movement breaks if needed.	Communication (English) Table	Playtime	Problem Solving (Maths) Table	Phonics + Story	Lunch & playtime	Afternoon circle/ continuous provision	PE - HALL	Language focus play	Circle, story time and hometime routine

Whilst this timetable provides an overview of a typical week in The Nest, learning is adapted to meet the needs of individual pupils. Additional communication opportunities, interventions, movement breaks, sensory regulation activities and personalised learning targets are embedded throughout the day.

Structure and routine provide pupils with predictability and security, whilst flexibility allows staff to respond to individual needs and ensure pupils remain engaged, regulated and ready to learn. [The Nest Guide](#)

Impact of the Nest



Every child who attends The Nest arrives with their own strengths, interests, challenges and aspirations.

Our role is not to change who they are. Our role is to understand them.

We believe that when children feel safe, understood and valued, they are more likely to engage in learning, develop confidence and achieve success.

Success looks different for every child. For some pupils, it may be communicating a need independently for the first time. For others, it may be building a friendship, joining a group activity, reading a new word, developing independence or confidently taking part in wider school life.

We are ambitious for every pupil and proud of the progress they make. Progress may look different for every child, but we believe that every pupil can learn, develop and achieve when they are given the right support, opportunities and encouragement.

The Nest reflects Stebbing Primary School's commitment to ensuring that every child has access to an education that recognises their strengths, removes barriers to learning and supports them to become confident, capable and valued members of the school community.

At Stebbing Primary School, we believe that inclusion is not measured by where a child learns. It is measured by whether they are able to learn, participate, communicate, develop and feel that they belong. The Nest is an integral part of Stebbing Primary School and demonstrates our commitment to ensuring that every child is valued, supported and given the opportunity to succeed. This shared belief is what makes The Nest such a valued part of Stebbing Primary School.

