

The Nest SEN Unit

Admissions Policy

St. John's CE Primary School



This policy is reviewed and updated by Lisa White, Deputy Headteacher and SENDCo at St. John's CE Primary School. It is approved annually by the Local Governing Body.

This policy has been written in conjunction with teaching staff.

Reviewed: June 2026

Ratified: July 2026

Next Review: June 2027

In collaboration with



The Nest SEN Unit Provision

The Nest operates a bespoke, focused provision for pupils in Reception, Key Stage 1 and Key Stage 2, who have Education Health Care Plans specifically identifying communication and interaction or cognition and learning as a specialist need.

Context

St John's is an inclusive Church of England primary school which supports a high percentage of children with special needs. We have established a SEN Unit for children who have Cognition and Learning and/or Communication and Interaction needs. The unit has space for up to 10 children between the ages of 4 and 7. Children attending The Nest must have an EHCP that names 'The Nest at St John's Primary School' in Section I. Additionally, the LA should provide the appropriate level of funding to implement the provisions stated under Section F of the EHCP.

At St John's we recognise that some children require additional processing time and learning to be delivered in a more kinaesthetic way. Our children are individuals and we aim to equip them with learning experiences and strategies to support their inclusion and reduce potential anxieties linked to learning.

Rather than the school's usual admission procedure, children are directed to The Nest SEN unit provision via consultation with the local authority SEND team and with agreement of the school and Trust leadership team.

Children who access The Nest SEN unit may have a variety of additional need, e.g. Dyslexia, Dyscalculia, Dyspraxia, ASD, ADHD, physical disabilities, sensory impairments or social and emotional difficulties. However, their primary need as stated in their EHCP will be specifically identified as communication and interaction or cognition and learning.

Aims

The SEN unit aims to support children with communication and interaction, or cognition and learning needs so that they can access a personalised curriculum and receive high levels of expertise to engage in a rewarding and fulfilling education. The provision for children within the unit will provide them with learning opportunities and strategies which will in turn, support them when moving onto the next phase in their education. Children's needs will be met by ensuring they receive an appropriate level of support for them and will be closely linked to their EHCP targets.

In the SEN unit we have the facilities, resources and staffing levels to support children in a way that is not possible in a mainstream setting.

The SEN unit follows the St John's CE Primary School Safeguarding policy and procedures.

Criteria for admission to The Nest

Pupils should:

- Be in EYFS, Key Stage 1 or Key Stage 2
- Have an EHCP with at least E3 funding, which specifically identifies communication and interaction or cognition and learning as a primary need.
- Be able to access an adapted National curriculum.
- Require a small group environment with close support from adults and be able to access the mainstream school for specific events and activities.
- Require a multi-sensory approach to learning.
- The provision is not intended for children who require a high level of specialist 1:1 support.
- The provision is not intended for children with behaviour difficulties.

Placements

Placements into The Nest will be decided by a decision-making group made up of school, Trust and Local Authority staff, and will take account of

- Individual needs
- Consultation with the school and its current context
- Parental preference

Wherever possible, the school SENDCo and The Nest lead staff will carry out initial observations within a child's current setting prior to a place being offered.

A child's individual needs will determine how long the settling in process will be. Some children may require a staggered entry to The Nest through a part-time timetable initially.

During the initial six weeks, children will be baselined, and this information will ensure that staff have a clear and detailed understanding of individual needs and the appropriate strategies required to support them.

A well-structured programme of support will be put in place to support both academic and social development, and specific targets from the child's EHCP will be implemented. Children will have an Individual Provision Map (IPM) which will be reviewed termly through regular, ongoing dialogue between The Nest staff, the school SENDCo, parents and other professionals.

Staffing

The children who attend the SEN unit need a higher level of support than is typically found in a mainstream classroom. Our ratio of child to adult is 10:3 in Key Stage 1, which includes an SEN unit teacher and two teaching assistants. In Key Stage 2 the child to adult ration is 10:2, including a teacher and a teaching assistant. The staffing ratio is calculated through funding levels and is closely matched to the individual needs of children.

Working alongside external agencies, staff in the SEN unit will plan and deliver personalised learning to enable the children to have a positive and stimulating learning experience. We aim to work closely with parents/carers throughout the child's time in The Nest.

The SEN unit teachers will be pro-active in the day-to-day organising and managing of The Nest, closely supported by the school SENDCo, ensuring that all school policies and procedures are understood and followed by staff.

Curriculum

The majority of core learning and skill development will come directly from the child's EHCP and IPM. Short- and medium-term plans are developed by teaching staff in the SEN unit and will link to key learning objectives from the National Curriculum. During their time in the SEN unit, children will be exposed to similar learning opportunities as mainstream children, where appropriate. There will also be opportunities for children in The Nest to access mainstream lessons with their peers each week.

Staff will use appropriate language techniques, as well as visual cues to support teaching, learning and communication. As well as curriculum learning, children will be supported with their social and emotional needs through daily structured routines, activities, whole class lessons and interventions as required.

EHCP Annual Reviews

All children who attend the SEN unit will have an EHCP, which will be reviewed annually with staff, the school SENDCo, parents/carers and other professionals involved with the child. This collaborative approach enables all stakeholders to ensure the best outcome is achieved for each child.

In addition to the statutory EHCP annual reviews, termly opportunities to discuss a child's progress against their IPM targets will be available.

Communication with parents

We believe that collaboration with parent/carers is key to ensuring the best possible outcomes for pupils attending The Nest. Wherever possible, we encourage parents/carers to communicate with staff through a range of approaches that are available such as verbal comments, emails, questionnaires, photographs and Class Dojo.

Risk assessments

The Nest is subject to the same Health and Safety policies and procedures as the rest of the school. These are monitored by the Headteacher and Trust Compliance Lead.

- Depending on individual needs, activities/events, other risk assessments may need to be carried out. Any children with mobility needs will have a personalised emergency evacuation plan (PEEP) in place.
- If children are taken on an educational visit, a risk assessment will be completed.
- If a child poses a risk to themselves or others, a personalised risk assessment will be put in place.

Toileting

Some of the children who attend The Nest may need assistance with toileting, therefore individual care plans will be written in consultation with parents. If this is the case, there will be at least one adult assisting them as required, two where possible. If the adult is supporting the child alone, the doors to the toilet facilities will be left open. Children will be encouraged to do as much as they can independently but will be assisted if needed. All changes will be logged as part of the child's individual care plan.

Physical activity

Physical activity is imperative in a child's development. Children in The Nest will have daily opportunities to practise their gross and fine motor skills through daily indoor and outdoor learning activities. There will also be weekly opportunities for Forest school and PE, and for those children who are able to access main school playtimes, they will do so at break and lunchtimes. All children in The Nest will be offered the opportunity to engage in school events and after school clubs.

Positive handling

All adults in school have a duty of care to ensure that all children are kept safe to the best of their ability. Procedures in school are in line with DfE guidance on 'Use of reasonable force' (January 2013). Trained staff will only use positive handling as a last resort in order to keep a child, their peers or adults safe. Positive handling will be carried out by two adults where possible. This information should be read in conjunction with the school's Positive Handling Policy.