Hillside Primary

School and Nursery

Nest Admissions Policy

2024/25

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Policy Consultation & Review

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on It is due for review in

Signature: (Headteacher) Date:

Signature: (Chair of Governors) Date:

Introduction

The Nest at Hillside was developed in September 2023.

Our aims from the Nest are for the children to be educated in an environment that best suits their complex needs. Pupils will be provided with a setting that enables them to grow in confidence and independence, manage their emotions, meet their sensory needs and engage in adult-led learning. We aim for children to become better skilled socially and emotionally, at taking turns, sharing, building attention and communication skills and at playing with and alongside their peers throughout the school day. We aim for all children in the Nest to gain the self-care and independent living skills that they will need throughout their lives. Where possible pupils who meet the exit criteria will be re-integrated back into the main school. We work together with parents and staff to ensure that children are making progress and appropriate future provision is sought / planned for.

Process of Admissions

Where a CYP's (Child/Young Person) special educational needs are such that they are likely to need specialist provision not normally available in a mainstream school.

The level and type of provision required by a CYP is considered at the point of agreeing an EHCP, or at an Annual Review. Often in the current climate Specialist settings are not available and here at Hillside we have established our own school provision in order to meet the needs of our pupils in our school.

The Nest is classed as an Enhanced Specialist Provision (ESP) and receives additional support from the Local Authority via the ESP network. The Nest is a Complex Needs ESP and it is highly likely that pupils will need a complex or specialist school placement before reaching the end of Key Stage 1. Therefore, the curriculum in the Nest is based around the EYFS framework, with additional opportunities for development of

communication skills and therapeutic approaches. While the core group of pupils in the NEST will be based in there for the majority of their educational day, they may access other classes, groups or areas of the school depending on their needs. In addition, other pupils may access sessions within the Nest as an intervention or for transition. The Nest is not an appropriate environment for pupils with high levels of challenging behaviour due to the size of the classroom, the vulnerability of the other pupils, the relatively small size of our behavioural support capacity/SLT team and the open nature of the school site.

Pupil numbers

The Nest is limited to a total of 8 pupils in the space at any one time. For this reason we may have to refuse EHCP complex needs consultations, especially if we are unsure of onward movement of pupils already in The Nest.

Staff Numbers

The Nest is limited to a total of 4 adults to support pupils at any one time.

However, due to the size of the room, 3 adults are preferable. It is a small mobile with a sink area, one cupboard, a small outdoor play area and one small cloakroom, toilet and changing area.

Nest Admissions Panel

In order to ensure the process for admissions into The Nest is fairly considered, a panel meeting will take place to discuss the specific needs of the child/ren who require alternative provision. This will be in response to EHCP consultations, new admissions and movement of pupils in the school, who are struggling to meet the demands of their age-related curriculum. Each case is considered against a range of key indicators and factors, rather than specific criteria, as a set of absolute standards for judgements would not permit individual cases to be considered according to the particular needs and circumstances of the child. The process also considers how the inclusion of the child may impact the learning/well-being of the rest of the group. Panel meetings will also be held to review children who may need to exit The Nest.

Panel members will normally include:

Mr Simon Minter – Headteacher, DSL + SEND Team Member
Ms Nadine Barber – Nursery Teacher, DSL + SEND Team Member
Mrs Katie Foster – SENCO, SRB Lead, DSL + SEND Team Member
Mrs Kim Moore – EYFS Lead
Mrs Deborah Oldham – Deputy Head + SEND team Member

Key indicators and considerations to be made when admitting children to the Nest:

1. The pupil has an EHCP or in exceptional cases, is currently undergoing a statutory assessment of their needs.

2. The pupil is new to the school and is entering EYFS, Year 1 or is back-classed from Year 2

3. Either:
   The pupil has persistent, complex and long-term learning needs (as evidenced through INDES Levels / SEND tapestry statements/ Pre-Key Stage/P scales National Curriculum formative functional assessments in line with currently available national data) and their attainment levels are expected to remain Pre-Key Stage Standards for much/all of their school career.

   or

   The pupil falls outside the range defined above, but also has significant needs (meets the criteria for statutory assessment) in one or more of the following areas:
   - Communication and Interaction (INDES I level 5 Plus)
   - Cognition and Learning (INDES I level 5 Plus)
   - Sensory and/or Physical (INDES I Whole Range)
   - Social, Emotional and Mental Health (**NOT** above INDES I Level 4)

4. Additional indicators may include:
   - A predicted high level of dependency throughout his/her life severely under-functioning in most aspects of school and social life.
   - A need for multi-agency input from both Health and Social Services with access to after-school and respite care.
   - A physical disability that cannot be accommodated in a local physically accessible mainstream school.
   - A sensory need such as a hearing, visual or multi-sensory impairment requiring regular (main caseload) support from the sensory impairment team for the pupil to access the curriculum.
   - An emotional or mental health vulnerability which is not just a temporary response to a life event, but an enduring difficulty requiring specialist interventions from psychology services or CAMHS in order to function in a mainstream environment
   - A communication and interaction difficulty, including autism, which means the pupil requires specialist interventions from the SENSS C&I team to access the mainstream curriculum and develop functional independence.
   - A severe/moderate learning difficulty such that the child will require an additionally differentiated curriculum (In the case of moderate learning difficulties, it would be possible that once other factors have resolved a pupil maybe able to re-join the main school).

5. The pupil would benefit from a highly differentiated curriculum in smaller classes which is not available in mainstream despite additional TA hours and intensive

support. Typically, the child's needs will have already been supported through a high level of additional resources within a mainstream classroom or nursery setting.

6. The parent expresses a preference for special school placement which is agreed by SENDCo and/or NEST Admissions Panel **or** the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LEA or school to overcome the 'incompatibility with the efficient education of other pupils' (Education Act 1996).

7. Are the specific needs of the pupil compatible with the needs of the existing cohort of children. Does consideration need to be given to the dynamic of the group and alternative provision need to be made for the pupil.

Other considerations

Learning levels:

- Pupils access the curriculum at Engagement, EYFS (Assessed against SEND Tapestry Statements) or Pre-Key stage level. However, some pupils may be able to access elements of the National Curriculum, appropriate for their age, albeit with learning presented in a highly specialised and flexible way with opportunities for consolidation.

- Pupils may be able to progress towards accessing sessions with their mainstream peer group, having benefitted from an immersive period in the Nest. However, most children will progress to external specialist placements before reaching Key Stage Two. All pupils in Key Stage two and accessing The Nest are in clear need of specialist placement as soon as possible and before the end of Primary.

Voice of the child:

- Children and Young People have a right to express an opinion and to have that opinion taken into account in any matter affecting them from the early years. Their views will be given due weight according to their age, maturity and capability by the admissions panel.

Parent views:

- The parent's/carer's views about their child attending The Nest are very important and will be taken into account unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.

The Nest entry/exit checklist

We have developed a Nest Entry/Exit Checklist to ensure that all children are considered equally and that the admissions process is both fair and transparent.

The Nest Entry/Exit Checklist

Childs name:
DOB:
Year group / class:

Entry Indicators

Indicators to be considered:	YES / NO	Details:
Can need be met in a mainstream classroom	YES/NO	
A defined area of SEND need	YES/NO	
Behaviour plan	YES/NO	
Observations made by SENDCo/ SCT	YES/NO	
Assessment: Learning levels are significantly below age expectations and progress is limited.	YES/NO	
Highlighted concerns in the home / classroom setting	YES/NO	
Record of incidents / information from documents and other settings indicate that behavioural presentation can be managed in The NEST.	YES/NO	
Learning plan forms completed by class teacher - little progress being made	YES/NO	
Referral made to external professionals	YES/NO	
Has not met milestones in their prime areas of need.	YES/NO	
Has an EHCP final/ draft/ application sent	YES/NO	
Are the child's needs able to be met in the Nest? Would they benefit from a 1:1 or other provision in the mainstream class.	YES/NO	
Would the dynamic of the class be suitable for this child?	YES/NO	

Would the inclusion of the child have a detrimental impact on the learning and/or well-being of the other children in the group?	YES/NO	

Exit Indicators

Indicators to be considered:	**YES / NO**	**Details**
Is able to attend to adult-led learning for over five minutes	YES/NO	
Can understand simple spoken language	YES/NO	
Can consistently communicate with peers and adults in a familiar setting	YES/NO	
Learning plan target have been achieved consistently	YES/NO	
Able to access their peer group daily with support that is not 1:1 (transitioned)	YES/NO	
External agency recommendations have been met	YES/NO	
Able to form successful relationships with adults	YES/NO	
Successful transition sessions achieved	YES/NO	
Will be able manage the academic demands within the mainstream class	YES/NO	
NEST intervention no longer needed	YES/NO	
Specialist placement found	YES/NO	
Reached the end of Key Stage One but still needing The NEST – indication that Specialist placement is urgently needed	YES/NO	