The Nest

at Plat Douet Primary School

A guide to nurture, inclusion and support

Information for parents and carers, school staff and external professionals

SAFE • VALUED • UNDERSTOOD • INCLUDED

Working together to nurture every child.

Welcome to Plat Douet

At Plat Douet Primary School, we are committed to providing an inclusive, nurturing environment where every pupil is supported to achieve their full potential. We aim to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equitable access to a broad, balanced and ambitious curriculum.

This brochure brings together information about our SEND approach and The Nest, our Social, Emotional and Mental Health (SEMH) provision. It is for parents and carers, school staff and professionals who work with our children.

Our shared aim: every child should feel safe, valued, included and able to learn, develop relationships and experience success.

Our approach to SEND

We support pupils with a wide range of additional needs. Our provision is organised around four broad areas of SEND:

- Communication and Interaction, including autism and speech and language needs
- Cognition and Learning, including dyslexia and moderate learning difficulties
- Social, Emotional and Mental Health (SEMH), including ADHD
- Sensory and/or Physical Needs

Support is planned through a graduated response, so that provision can be matched to a pupil's needs and reviewed as those needs change.

Universal provision – support for all pupils

- High-quality adaptive teaching
- Visual timetables and structured routines
- Communication-friendly and low-arousal classrooms
- Scaffolding, differentiation and positive behaviour approaches
- Total Communication and relational approaches

Targeted provision – additional support where needed

- Small-group interventions
- Sensory circuits and communication programmes
- Social stories and emotional support
- Structured teaching assistant support
- Time-limited interventions

Specialist provision – more individualised support

- Individualised support programmes
- Alternative provision through The Nest and Oasis ARP
- Input from external specialists
- Personalised timetables and resources

Pupils on the SEND register have a Support Plan with clear, specific and measurable targets. These plans are reviewed three times each year.

The Nest: our SEMH provision

The Nest is Plat Douet School's Social, Emotional and Mental Health (SEMH) provision. It offers a nurturing, therapeutic and inclusive environment where children can feel safe, valued and understood.

We recognise that social, emotional and mental health needs can affect a child's ability to learn, build relationships and take part positively in school life. Our approach starts with understanding the child: their experiences, strengths, communication, needs and what helps them feel secure.

Relationships come first

At the heart of Plat Douet is a relational approach to education. Consistent, supportive and attuned interactions help children build trust, confidence and the skills they need to thrive academically and socially. We see behaviour as communication and seek to understand what a child may be telling us through their actions

Our work with families is grounded in the belief that connection and support are essential for wellbeing and success. We aim to build a welcoming and compassionate community where every family feels seen, soothed, safe, and truly valued.

The Six Principles of Nurture

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives is understood.

Our practice is informed by NurtureUK and these six principles. We aim to support children to develop resilience, emotional regulation, confidence, self-esteem and positive relationships.

A typical day in The Nest

The day follows a predictable structure, while remaining responsive to each child's needs. Familiar routines, supportive adults and planned opportunities for regulation help children feel secure and ready to learn.

Time	What happens
8:30–9:00	Relaxed start and settling into the day
9:00–9:15	Corefulness check-in
9:15–9:30	Breakfast
9:30–10:00	Morning reading
10:00–10:15	Lexia
10:15–10:45	Break and snack time
10:45–12:30	Calm Zone learning time, including activities such as art and crafts, cooking or life skills
12:30–1:30	Lunch
1:30–1:45	Calm Zone / quiet reset
1:45–2:00	Lexia
2:00–2:45	Boxall activities
2:45–3:00	End-of-day reflection and home time

There are also weekly enrichment activities: swimming on Wednesdays, Sports Bug on Thursdays and sensory activities on Fridays. The exact balance of activities may vary according to the timetable and individual needs.

The routine is a guide rather than a one-size-fits-all programme. Support and pacing are tailored so that children feel secure, regulated and ready to learn.

Learning, inclusion and joining the wider class

Children accessing The Nest are supported to engage with learning, social experiences and enrichment opportunities within their base class where appropriate. Carefully planned transitions, co-regulation and adult support can help pupils access a broad and balanced curriculum, build relationships and experience success alongside peers.

The pace and extent of integration are tailored to each child. We consider what will help the child feel safe, regulated and ready to participate. The Nest provision also provides structured, predictable environments and bespoke curriculum pathways, with a focus on engagement, communication, regulation and life skills.

Across the school, curriculum adaptations may include scaffolded tasks and outcomes, visuals, assistive technology, modified resources and environments, and alternative ways of recording.

How we identify needs and plan support

We use an ongoing Assess–Plan–Do–Review cycle to understand pupils' needs and check whether support is helping.

How we identify needs

- Teacher observations and assessment information
- Parent and carer concerns
- Pupil voice
- The school's Record of Concern (ROC) system

When a concern is identified, teachers work with the SENDCo to put strategies in place. A pupil may be placed on the SEND register and a Support Plan may be created. For pupils with more complex needs, a Record of Need (RON) may be applied for through Jersey's Inclusion Team where an Alternative Resource Provision ('ARP'), such as the Nest, could be identified as a suitable placement for education.

Assessment tools

Depending on the pupil's needs, the school may use assessment tools including the Birmingham Toolkit, Rowan Toolkit, Engagement Model (for ARP pupils), COPS/LASS, YARC, WELCOMM and sensory profiling.

Within The Nest, the Boxall Profile helps identify individual strengths and areas for development and monitor progress over time. The Birmingham Toolkit may also be used to help ensure that support remains responsive and purposeful. Targeted support can be delivered in the Inclusion Classroom, led by the intervention teacher, through structured interventions.

Working together: children, families, staff and professionals

Children make the best progress when the important adults around them communicate and work together. The Nest aims to contribute to a consistent, nurturing approach across home, school and professional networks.

Children and pupil voice

- Children are encouraged to contribute to their Support Plans and share their views during reviews.
- Pupil voice is gathered through structured discussions, including small groups and 'Tea Party' sessions.
- One-page profiles can help adults understand what matters to a child and how best to support them.
- Children are encouraged to develop self-awareness, independence and confidence, and to contribute ideas about their support and learning.

Parents and carers

- Termly Support Plan reviews, three times each year.
- Regular communication with class teachers and meetings with the SENDCo.
- Inclusion events, coffee mornings, parent questionnaires and feedback opportunities.
- Annual formal review meetings for pupils with a Record of Need.
- Parent information sessions and opportunities to share practical strategies and discuss children's needs.

School staff and senior leaders

- Ongoing CPD and training to build staff knowledge and confidence.
- Coaching, mentoring and practical advice for staff supporting individual pupils.
- Opportunities to share effective nurture-based and SEMH strategies across the wider school.
- Support for senior leaders with strategic planning, reviewing provision and identifying barriers to inclusion.
- Reflective discussion and communication to promote consistent approaches.

External professionals

We work with Jersey services and other professionals, which may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the Inclusion Team, ASCIT, SEMHIT, EYIT, school nurses, social workers, family support workers, Jersey Mind and NSPCC.

External professionals may assess pupils, provide strategies for staff, work directly with pupils and attend review meetings. Where appropriate, joint planning, shared targets and transition discussions help keep support coordinated.

Wellbeing and emotional development

Wellbeing is a key priority across Plat Douet. Support may include strong relationships with trusted adults, trauma-informed approaches, social stories, emotional regulation strategies, access to calm spaces, structured provision, Corefulness and support for regulation and engagement.

Within The Nest, we aim to provide a safe base where children can practise recognising and communicating feelings, build trusting relationships and develop strategies that support them in learning and everyday life.

Staff expertise and professional learning

Staff receive regular training to support pupils with SEND. Training areas identified in the school information report include adaptive teaching, autism and communication support, TEACCH approaches, sensory circuits, SEMH and trauma-informed practice, speech and language strategies, and assistive technology.

Assistive technology used in school may include Clicker, Widgit, GRID, Nessy and Book Creator. Ongoing coaching and continuing professional development (CPD) support consistent, high-quality practice.

Monitoring impact and reviewing provision

We evaluate SEND provision through termly Support Plan reviews, SENDCo monitoring (including learning walks, book scrutiny and audits), assessment data and progress tracking, pupil and parent voice, provision mapping, intervention tracking and questionnaires.

For The Nest, the Boxall Profile and, where appropriate, the Birmingham Toolkit help staff identify strengths, plan next steps and monitor progress. Reviews should inform adjustments to support so that it remains purposeful and centred on each child.

Transitions

We understand that transitions can be challenging. Support may include transition visits and meetings, sharing information between staff, parents, schools and outside agencies, additional visits for pupils who may need them, and individual transition plans and resources.

For transition to secondary school, the school liaises with receiving schools, arranges additional visits where needed, shares relevant information and can work with outside agencies to provide enhanced transition support for pupils who require it.

This brochure is an accessible overview. Individual support will depend on each pupil's needs and will be discussed with the child, family and relevant staff and professionals.

Our shared commitment

At Plat Douet, we want every child to feel that they belong, that their voice matters and that they can experience success. Through relationships, partnership and thoughtful support, we nurture the whole child and help every pupil reach their potential.

The Nest: safe, valued, understood.


The Nest
at Plat Douet School
What does a typical day look like for our children?
A calm, structured and nurturing day, tailored to each child's needs.
Arrival & Relaxation (8:30 – 9:00)
Children arrive and begin the day with a calm, supportive start.
Corefulness Check-In (9:00 – 9:15)
We take time to regulate, reflect and set intentions for the day.
Breakfast (9:15 – 9:30)
A nourishing breakfast to fuel our learning.
Learning (9:30 – 10:00)
Engaging, personalised learning activities.
Lexia (10:00 – 10:15)
Lexia
Focused phonics and reading support.
Break & Snack (10:15 – 10:45)
A time to recharge, connect and play.
Calm Zone / Learning Time (10:45 – 12:30)
A blend of structured learning, therapeutic support and creative activities.
Lunch (12:30 – 1:30)
A healthy lunch and time to relax.
Calm Zone (1:30 – 1:45)
A quiet reset before the afternoon.
Lexia (1:45 – 2:00)
Lexia
Continued reading and phonics practice.
Boxall Activities (2:00 – 2:45)
Targeted activities to develop confidence, skills and wellbeing.
End of Day (2:45 – 3:00)
A time to reflect, celebrate progress and prepare for home.
Nurture at the Heart
Positive relationships help every child thrive.
Personalised Support
Activities are tailored to each child's needs.
Building Skills
We develop resilience, confidence and self-esteem.
Pathways to Inclusion
Children have opportunities to access learning with peers.
A day at The Nest is... nurturing, supportive, and full of opportunities to learn, grow and belong.


The Nest
at Plat Douet School
Working Together
To nurture, support and empower every child
Regular Meetings
We hold regular meetings with key players — children, staff, external professionals and parents — to review progress, share ideas and plan next steps.
Pupil Voice
Children's voices are at the heart of our provision. We gather pupil voice through activities, discussions and feedback, ensuring their views help shape our support.
Parent Information Sessions
We offer informative sessions to share key strategies, explain our approaches and provide practical support for home.
Our Collaborative Approach
Together, we can help every child thrive.
CPD for Staff
We invest in ongoing professional development so our staff are equipped with the latest strategies to support SEMH needs.
Support from SLT
Our Senior Leadership Team provide strategic support, regular review and help to remove barriers to ensure pupils receive the right support.
External Professionals
We work closely with a range of external professionals (e.g. Educational Psychologist, Speech and Language Therapist, CAMHS) to provide joined-up support for our children.
Transition Support
We plan carefully for transitions — between classes, phases or settings — to ensure children feel prepared, supported and confident.
Family Partnership
We value our partnership with families, offering guidance, resources and support to help children at home and school.
Monitoring & Review
We use evidence-informed tools (e.g. Boxall Profile, Birmingham Toolkit) to track progress and adapt support as needs change.
Together, we nurture potential and build brighter futures.


The Nest
at Plat Douet School
The Nest is Plat Douet School's Social, Emotional and Mental Health (SEMH) provision, offering a nurturing, therapeutic and inclusive environment where children feel safe, valued and understood. Our approach is grounded in the understanding that social, emotional and mental health needs can impact a child's ability to learn, build relationships and engage positively in school life.
Safe. Valued. Included.
A Relational Approach
At the heart of The Nest is a relational approach to education. We recognise that positive relationships are fundamental to children's development and wellbeing. Through consistent, supportive and attuned interactions, we seek to understand each child's individual experiences, strengths and needs, enabling them to develop the skills and confidence required to thrive both academically and socially.
Measuring Impact
The impact of our provision is monitored using the Boxall Profile, enabling us to identify individual strengths and areas for development and to measure progress over time... development and to map progress over time. Children accessing targeted support within our Inclusion Classroom, led by our intervention teacher, where a range of structured interventions are delivered. Progress is further monitored through assessment tools including the Birmingham Toolkit, ensuring that support remains responsive, purposeful and centred on the needs of each child.
Boxall Profile
Birmingham Toolkit
Inclusion Classroom
Our Belief
We believe that every child deserves to feel a sense of belonging, experience success and develop the emotional foundations necessary for lifelong learning and wellbeing.
Through The Nest, we work collaboratively with families, staff and external professionals to nurture the whole child and enable every pupil to reach their potential.
The Six Principles of Nurture
Our practice is informed by NurtureUK and underpinned by the Six Principles of Nurture:
1 Children's learning is understood developmentally.
2 The classroom offers a safe base.
3 Nurture is important for the development of self-esteem.
4 Language is a vital means of communication.
5 All behaviour is communication.
6 The importance of transition in children's lives is understood.
Through this evidence-informed model, we aim to identify and meet children's social and emotional developmental needs, helping them to develop resilience, emotional regulation, confidence, self-esteem and positive relationships.
Integration and Enrichment
Where appropriate, children accessing The Nest will be offered opportunities to engage with learning, social experiences and enrichment activities within their base class. Through carefully planned transitions, co-regulation and support, pupils can access a broad and balanced curriculum, develop positive relationships and experience success alongside their peers.
The pace and extent of this integration is tailored to each child's needs, ensuring that they feel secure, regulated and ready to learn.
'Nurturing' today... for a brighter tomorrow