



The Nest

Nurturing confidence
whilst helping
children to fly





'Look Forward with Confidence and Believe'

Walton Peak Flying High Academy

Whitecotes Lane, Walton
Chesterfield, Derbyshire
S40 3HJ

Tel: 01246 234381

office@waltonpeakfha.co.uk

Head Teacher - Mr M Parkinson

Deputy Head - Miss B Wilson

The Nest Rationale:

The Nest provides a carefully structured, nurturing environment designed to deliver a highly personalised prerequisite for learning curriculum for children who are not yet able to access the mainstream classroom. It offers targeted support for pupils with communication and interaction needs, social and emotional difficulties and those with Autism Spectrum Disorder (ASD), ensuring they can develop the essential foundational skills required for successful engagement in learning. All children accessing the Nest will have, or be in the process of receiving, an Education, Health and Care Plan (EHCP), ensuring that the provision is focused on children with significant and identifiable additional needs.

Before a child is placed in the Nest, their needs are carefully assessed through a thorough school-based and multi-agency process, and placement decisions are made in full consultation with parents and carers to ensure the provision is appropriate and able to meet the pupil's individual needs. The curriculum within the Nest is carefully aligned to each child's individual EHCP targets, ensuring learning is meaningful, relevant and directly linked to their identified priorities.

Within the Nest, children benefit from predictable routines, reduced sensory demands, and specialist approaches that promote emotional regulation, communication, social understanding, and readiness to learn. With a highly supportive staffing ratio of **2:5**, the Nest is able to provide consistent, responsive and individualised attention, enabling staff to implement specialist approaches that promote emotional regulation, communication development, social understanding and readiness to learn.

The provision aims to equip each child with the confidence, strategies, and developmental building blocks needed to transition into wider classroom experiences at a pace that is appropriate for their individual needs.

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Prerequisites for Learning Curriculum for SEND Pupils

Children with special educational needs often require foundational skills to be in place before they can access formal learning. A "Prerequisites for Learning" curriculum focuses on developing these essential early skills—such as communication, attention, emotional regulation, and social interaction—so that pupils are ready to engage, participate, and progress in their education.

1. Supports Holistic Development

This curriculum recognises that learning is not just academic—it involves emotional, social, sensory, and physical development. By addressing these areas first, pupils are better equipped to thrive in a learning environment.

2. Builds Readiness for Learning

Skills such as relating to others, coordinating the body, beginning to communicate, and overcoming behavioural barriers are essential for accessing classroom activities. Without these, pupils may struggle to engage with even the most differentiated curriculum.

3. Promotes Inclusion and Equity

By meeting pupils at their developmental level, this approach ensures that every child has a pathway into learning. It reduces frustration and disengagement, and promotes positive experiences in school.

4. Improves Long-Term Outcomes

Early intervention in foundational areas leads to better outcomes in communication, independence, and academic achievement. It also supports transitions into more formal learning and social settings.

5. Empowers Staff and Families

A structured curriculum gives educators and families a clear framework for supporting development. It helps identify progress, celebrate small steps, and tailor support to individual needs.

6. Aligns with EHCP and SEND Code of Practice

This approach supports the delivery of Education, Health and Care Plans (EHCPs) and aligns with the SEND Code of Practice, which emphasises personalised, developmentally appropriate learning.



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Examples of Prerequisite Skills

These are the foundational abilities that the curriculum aims to develop:

- **Beginning to Communicate:** making sounds, gestures, eye contact, vocalising needs
- **Beginning to Relate:** responding to others, showing interest, engaging in shared activities
- **Beginning to Attend:** focusing on people or objects, maintaining attention for short periods
- **Beginning to Engage:** participating in routines, exploring materials, showing curiosity
- **Beginning to Coordinate the Body:** reaching, grasping, sitting with balance, moving with purpose
- **Beginning to Regulate:** calming after distress, accepting transitions, managing sensory input
- **Beginning to Play:** exploring toys, engaging in parallel or paired play, showing preferences
- **Beginning to Overcome Behavioural Barriers:** reducing avoidance, accepting support, showing readiness to interact

Prerequisites for Learning: Key Academics and Institutions -

Key academics and institutions who have identified foundational prerequisites for learning

Academic / Institution	Key Prerequisites Identified	Main Contributions
Lev Vygotsky	Communicate, Engage, Play, Relate, Overcome Behavioural Barriers, Coordinate the Body	Emphasised physical and social development through play and interaction.
Jean Piaget	Attend, Engage, Play, Coordinate the Body	Developmental stages include sensorimotor coordination as a foundation for learning.
Jerome Bruner	Communicate, Engage, Relate, Overcome Behavioural Barriers	Supported active learning and physical interaction with the environment.
Maria Montessori	Attend, Engage, Play, Relate, Overcome Behavioural Barriers, Coordinate the Body	Promoted fine and gross motor development through purposeful movement and materials.
B.F. Skinner	Attend, Engage, Communicate, Overcome Behavioural Barriers	Behavioural shaping includes physical responses and coordination in learning tasks.
NAEYC	Communicate, Engage, Play, Relate, Self-regulate, Overcome Behavioural Barriers, Coordinate the Body	Highlights motor development and physical readiness as part of holistic learning.
APA Coalition (CPSE)	Attend, Engage, Communicate, Relate, Overcome Behavioural Barriers	Includes physical readiness and coordination as part of learning readiness.
Linchong Chorrojprasert	Attend, Engage, Relate, Confidence, Overcome Behavioural Barriers	Discusses physical and emotional readiness as part of learner development.

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The provisions expectations and outcomes is underpinned by our school curriculum principles and rational.

At Walton Peak Flying High Academy, our carefully constructed curriculum provides children with an ambitious, high-quality education. It ensures that children are support to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of pride in themselves and their community. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but that they also become citizens of the world.

We know that our children need:						
To be a positive, active member of their community and be proud of where they are from.	To have high aspirations for themselves, both now and in the future.	To love learning and develop into life-long learners.	To be inquisitive and ask questions about their learning and the world around them	To have experiences and opportunities that go beyond their locality.	To develop empathy and respect for everyone, no matter their background	To be in school everyday and ensure everyday counts
We know this because:						
Discussions with parents show many do not have a sense of pride in their own community. As a new school, we want to establish Walton Peak as the hub of the community and first choice for families in the area. Most of our children's experiences	A large proportion of our children come from families with traditional views on the role of males and females which we need to challenge and ensure our girls also have high aspirations. A large proportion of our children come from families with low-income jobs or	With many of our families living in high deprivation, we need to ensure that children leave our schools with high literacy and numeracy levels and do not add further to these statistics. To become a life-long learner, our children need to be confident readers. Research by the Reading Agency	Through observations and learning walks, we know our children are often passive in lessons and rely on adult support when they face challenges. Our children do not always show the emotional maturity to deal with challenges in their learning and therefore	Our community has high deprivation with 59.5% eligible for free school meals. We must ensure our children have high quality experiences beyond their local community.	80% of our cohort is White British and therefore our children need to experience a wide range of people through our curriculum. Many of our children need a window to the wider world and life in modern Britain as they live in monocultural neighbourhoods and wards.	Walton Peak has historic attendance data which falls far below national standards. This has been made worse by Covid 19. We know that missing school has a huge impact on attainment and we need to ensure our attendance is above 96%.

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<p>are within the local area so we want these to be rich and positive.</p>	<p>Unemployment so we need to demonstrate the wide range of opportunities available for them post education.</p> <p>There is historically very little social mobility, dating back multiple generations in our community so we need to offer children other role models who demonstrate prospects outside of their community.</p> <p>We want our children to have the opportunity to apply to Russell Group Universities.</p>	<p>(2015) indicates that 1 in 5 children leave secondary school with insufficient proficiency in reading. The reading skills of disadvantaged pupils by the end of secondary education are almost three years behind those of children from the most affluent homes.</p> <p>The National Literacy Trust reported in 2019 that only 25% of children aged 9-14 choose to read regularly in their free time.</p> <p>A significant amount of our children enter EYFS below age related expectations, with a limited vocabulary and barriers to their physical and emotional wellbeing.</p>	<p>give up quickly.</p>	<p>'Look Forward with Confidence and Believe'</p>	<p>We want them to celebrate diversity and care for each other.</p> <p>Behaviour records show that our children have lots of fall outs and struggle to work as a team. We want our children to enjoy working as part of a team and be able to understand each other, even when we might disagree with someone else's point of view.</p>	
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These are important to ensure our children:

<p>Develop an understanding of, and make links between, the school community,</p>	<p>Have pride in themselves, their families and their wider community.</p>	<p>Grow and develop into strong, independent and resilient learners.</p>	<p>Can access the ambitious curriculum offer we deliver.</p>	<p>Have the knowledge, experiences and opportunities they need to enable them to</p>	<p>Have an understanding, interest and respect for the diverse world which they live</p>	<p>Are in school as much as possible and make the most of the opportunities</p>
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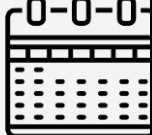


<p>local community, wider community and global community, becoming aware of their place within society.</p> <p>Are successful, well-rounded, responsible young people who make a positive contribution to their community.</p>	<p>Make a positive difference in their own lives as well as the lives of the people around them.</p> <p>Have high aspirations for their own futures, including plans to attend further education and University or achieving success in the work place.</p> <p>Are equipped in the future to be able to provide a comfortable and enjoyable life for themselves and anyone they are responsible for.</p>	<p>Know that learning never stops, and even as adults they are able to take on new challenges and learn new things.</p> <p>Our children are empowered to be creative solution-based thinkers in overcoming barriers, ensuring they are successful in challenging situations.</p> <p>Are confident, articulate and successful communicators.</p> <p>Have a love and a passion for reading.</p> <p>Can use written word to communicate thoughts and ideas.</p>	<p>Can articulate their knowledge, learning and understanding</p> <p>Can achieve success throughout the curriculum and the wider world by asking questions and diving deeper into new concepts</p>	<p>be able to understand life in a global world.</p> <p>Understand the importance of looking after our world and the impact this may have in the future.</p>	<p>in and treat others how they would want to be treated.</p> <p>Develop a multitude of valuable attitudes and attributes such as acceptance and celebration of those with protected characteristics.</p> <p>Understand potential issues such as racism, Islamophobia, sexism and homophobia and be prepared to stand up for what is right.</p> <p>Have an understanding of different cultures, faiths and beliefs, appreciating how knowledge of these can enhance their own lives.</p>	<p>school S40 3HJ provides. Tel: 01246 234381 office@waltonpeakfha.co.uk Head Teacher - Mr M Parkinson Deputy Head - Miss B Wilson</p> <p>Children do not miss vital learning.</p> <p>Children develop resilience to challenging situations rather than avoiding them through missed days.</p>
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Therefore, our curriculum is based on the following principles:

Our school:



<p>Is a community we build together with pride.</p> 	<p>Aims for excellence every day.</p> 	<p>Shares a love of learning.</p> 	<p>Develops inquisitive minds.</p> 	<p>Provides experiences and opportunities to inspire all.</p> 	<p>Values everyone in our community and beyond.</p> 	<p>Makes every day count.</p> 
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This is evidenced through:

<p>Authentic outcomes will include our community and ask them to celebrate the learning of our children.</p> <p>Children will be given opportunities to perform in music and PE in order to demonstrate the skills they have developed.</p> <p>Opportunities to fund raise for our chosen charity will be given so children can see the impact of helping their local community</p> <p>Content choices in the curriculum will draw upon local people who have made great achievements</p>	<p>Children will be offered a curriculum which is more aspirational than the national curriculum.</p> <p>Teachers will have high expectations of children and this will reflect in the children's books and contributions in lessons.</p> <p>Our PSHE will develop children who have high aspirations.</p> <p>The curriculum content choices will reflect people who have had made great contributions to our society</p>	<p>Ambitious and well-sequenced KCPDs for all aspects of the curriculum.</p> <p>A focus on Early Reading through support from our English Hub (e.g. two fully supported DfE-approved phonics programmes).</p> <p>Subject-specific component knowledge progression documents.</p> <p>PLCs which support teachers to develop the curriculum and their teaching.</p> <p>Children are offered a wide range of extra-curricular activities to develop their talents,</p>	<p>All curriculum content choices are made with our children in mind and ensure they offer exciting, relevant learning.</p> <p>Our curriculum's enquiry model means that a lot of our learning is done through a questions, ensuring children are thinking hard and connecting different subjects together.</p> <p>All lessons will use the Flying High lesson design which ensures all children think hard in lessons.</p>	<p>Residential will offer a chance for children to develop resilience and take part in opportunities that may otherwise not be available to them.</p> <p>As part of our enquiry, experts will be asked to come into school and share experiences the children may otherwise not have access to.</p> <p>Thread of central and South America run through the curriculum, looking at the conservation of the Amazon Rainforest and the impact this has on the wider world throughout the curriculum.</p>	<p>A focus on the concept 'community' so children understand what this means and the different communities we might belong to.</p> <p>British values will be promoted throughout the curriculum.</p> <p>Careful content choices to ensure inspirational people and their achievements are spotlighted within the curriculum .</p> <p>Sustainability and looking after our planet and all the people on our planet runs</p>	<p>Children attending school over 96% of the time.</p> <p>Children and parents talking about how much they enjoy school and they look forward to tomorrow.</p> <p>Children knowing what they will be learning about in the week/term to come so they look forward to coming in and experiencing new things.</p>
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<p>Content choices will celebrate the local area and the opportunities that are on offer.</p> <p>Local visits will provide opportunities for children to explore the surrounding area.</p> <p>A focus on the concept 'cause and effect' to show how children can make a difference in their own lives and the lives of those around them.</p> <p>A focus on the concept 'community' so children understand what this means and the different communities we might belong to.</p>	<p>The Flying High Trust Values will be celebrated in assemblies and demonstrated in lessons through modelling and direct teaching.</p> <p>A focus on concept 'Worth' so children can explore their sense of self and how special they are</p>	<p>interests and skills.</p>		<p>Thread of Asia due to the growing influence of China and Japan on our global economy throughout the curriculum</p> <p>The curriculum will cover many different areas of the world so children aspire to travel and visit other places and cultures.</p>	<p>throughout the curriculum</p> <p>A focus on the concept of 'movement' to show how communities change, grow or face hardships to build understanding and empathy.</p> <p>PSHE and RE at the heart of our curriculum to give opportunities for children to learn about other people.</p>	<p>S40 3HJ Tel: 01246 234381 office@waltonpeakfha.co.uk Head Teacher - Mr M Parkinson Deputy Head - Miss B Wilson</p>
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