

Alternative Education Provider - Organisation Profile

Provider Name	The NEST
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Summary of provision provided (please tick as appropriate)

Full Time Alternative Provision	
Part Time Alternative Provision	✓
Tutoring	✓
On-line Learning	
Bespoke Provision delivered off-site	
Additional Interventions delivered on-site	
Full or Part-Time Alternative Provision for Post 16 Students	
Key Stage 1	
Key Stage 2	
Key Stage 3	✓
Key Stage 4	✓
16 Plus	
English Tuition	✓
Maths Tuition	✓
Science (including IT) Tuition	✓
Core Curriculum	✓
Vocational Training	
Physical activities – such as sports	✓
Therapies – such as equine therapy.	

Additional Provision Information

Who is the NEST for?

We offer part-time alternative provision for young people in the community who are struggling for myriad reasons to engage in or access education. Our main age range is 11 to 16 (KS3 and KS4). We work with a range of young people, including but not limited to, learners who experience social exclusion at school, are neurodivergent, have an EHCP, experience safeguarding vulnerabilities, have mental health difficulties, are at risk of offending, are at risk of exclusion.

What do we do?

At the NEST we nurture empathy and self-esteem together. We take a holistic, trauma-informed approach to supporting young people to unlearn the self-critical messages they may have internalised and lay down the foundation for the belief that they are already good enough.

We support learners to build a positive relationship with learning and to develop their curiosity, self-awareness, confidence, and autonomy. Through compassionate and empowering teaching and learner-led projects and activities we support young people to improve their positive engagement skills, self-regulation, effective communication, social responsibility, critical and aspirational thinking.

We work through the principles of coproduction ensuring we are centring lived experience and meeting learners where they are. We collaborate closely with learners, caregivers, schools and local authorities towards individual tangible goals. Collaboration, transparency and bespoke feedback are at the centre of goal setting, reflecting and reviewing.

We embed the principles of equity, diversity, inclusion and belonging and work through a lens of anti-discrimination. We work in an identity-affirming way. Discriminatory language and attitudes are productively challenged. Mutual respect, allyship and empathy are emphasised and role modelled.

How do we do it?

The NEST community works by a coproduced community agreement that underpins behaviour expectations. This agreement is created, renegotiated and reviewed collaboratively with learners. It informs a coproduced transparent system of privileges and responsibilities, cultivating an environment of accountability, cooperation and involvement.

As well as the more structured elements described below, we make time for intentional and opportunistic conversations that encourage curiosity and deepen understanding of social issues, differences, media, current events. Diversity of perspective and compassionate communication are encouraged and respectful disagreement scaffolded. We encourage curious questions asked in good faith. Questions and discussion topics can be submitted online and anonymously to support the comfort of learners.

We work through themes, e.g., identity, sustainability, dance, belonging. The themes inform projects, their design, planning, execution and evaluation, e.g., creating a piece of physical art, developing a research project. Projects can involve group work and solo elements. All projects integrate five key elements: self-care skills, life skills, learning skills (including maths, English, science and ICT), creative skills and community skills.

Self-care skills

We support learners to develop their emotional awareness and wellbeing through creating their own personalised cool down plans including self-regulation techniques and exit strategies. Self-soothing and de-escalation are useful skills that will have deep benefits in interpersonal relationships, reducing antagonistic interactions and improving effective communication and relationship building. Physical wellbeing is supported through movement, access to nature and natural spaces, learning about food and improving somatic awareness. Movement is part of every day in a variety of forms including dancing, walking, playing games. Learners take the lead in setting and evaluating their SMART targets and complete daily reflections.

Life skills

We support learners to develop life skills to support independence and autonomy. These include practical elements such as financial literacy and budgeting, meal preparation and cooking, time management, transport competence and independence. More nuanced skills are threaded throughout through opportunistic and structured conversation and include development of media literacy, critical thinking, political awareness and engagement (including voting).

Learning skills

We aim to help young people to develop a more positive relationship with learning, supporting chances of remaining in education and progressing. We work collaboratively on developing numeracy, literacy, science and ICT skills and confidence through applied project-based learning and exploring. Learners develop exam techniques (those in key years), research skills, critical thinking. Learners set and review their own SMART goals and achievements will be celebrated.

Creative skills

Creative expression benefits mental health, communication, holistic thinking, research and feedback skills. We facilitate learners in developing familiarity with different media and materials and learn through inference and experimentation. Learners research different forms of art and individual artists as well as accessing and researching natural environments for inspiration. Creative skills are developed alongside logistical considerations such as planning and resourcing. Seeking and appropriately responding to feedback is embedded throughout to support the development of robust self-esteem.

Community skills

We learn about and work with local community initiatives offering meaningful and evidence-based wellbeing support, embedding environmental and social responsibility. We support learners to develop other community-based skills such as enterprise, event planning and advocating for social issues that are important to them. We aim to create an inclusive community that instils a sense of belonging and purpose in its members.

Timetable

Time	Activity
09:30 – 09:45	Group planning – planning morning and afternoon activities together, responsive and adaptive review of the community agreement
09:45 – 11:45	Morning activities session e.g., working on an ongoing project, doing a standalone activity, experimenting with new media, tutoring session, physical activity session
11:45 – 12:30	Lunch – including prep, making and tidy up
12:30 – 14:30	Afternoon activities session – as in morning session
14:30 – 14:45	Afternoon tidy up – shared responsibility for maintaining the condition of the space
14:45 – 15:00	Reflections and reports – all learners will complete reflections and coproduce reports, measuring progress towards targets, and debrief on any incidents of note during the day

Pastoral Support Offered – please provide a summary of the pastoral care you provide

Wellbeing and safety are a prerequisite to a positive learning environment. We develop a positive rapport with learners in a safe, supportive and identity-affirming environment. We work through a lens of anti-discrimination and the principles of equity, diversity and inclusion are central to our ways of working. Accessibility is central to our inclusive ethos. Universal design is embedded in our operational processes to ensure equitable access.

Wellbeing is foregrounded throughout our work. We take deliberate measures to ensure access to movement, creative expression, nature, and we foster a culture of purpose and belonging.

Learners are supported to develop their own cool down plans that involve identifying key emotions and sensations, designing self-management techniques and exit strategies and learning to identify when they are needed. A quiet space is available for learners to use to take a breather and self-regulate.

Learners will be supported to develop their own goals, academic and personal, and to reflect on progress, barriers and successes. We normalize feedback and encourage self-evaluation. Achievements are celebrated. Learners will have the opportunity to practice self-management techniques at the NEST and continue to build those skills at home.

We offer a judgement-free space to ask questions and to develop a sustainable relationship with curiosity. We make time for open group discussions but also facilitate questions to be asked anonymously to support learner comfort.

Our approach is trauma-informed and encompasses elements of learning through play. We have a staff to learner ratio of one to four, ensuring learners have the time and dedication they need. Staff will be responsible for monitoring the wellbeing of allocated learners and recording incidents and associated communications. Staff have training and experience in safeguarding within education. Staff are trained in mental health first aid.

Service Provider Benefits – please list the main benefits of your provision

1. Judgement free identify-affirming space for learners
2. Flexible and responsive to learner needs
3. Coproduction of ILPs and SMART targets with all learners
4. Creative projects
5. Community based projects
6. Outdoor and indoor learning opportunities
7. Comprehensive reports
8. Clear and timely communication with all stakeholders including caregivers, schools and commissioners
9. Robust evaluation and quality assurance

Provider Outcomes – please list the main outcomes

1. Increasing self-awareness and the foundations of developing tools for self-regulation
2. Improving self-esteem, wellbeing and emotional awareness
3. Improving relationship with learning through encouraging curiosity and exploration
4. Discovering interests and aptitudes
5. Developing critical thinking skills
6. Improving engagement and attendance
7. Preparation for transitions like back to school or on to post 16 destinations

Other Information

Registered as a school? (please provide URN)	No
Which regulatory body are you registered with? (e.g. OfSTED, ISI, CQC etc.)	Non-regulated
What was your last inspection rating?	N/A
Free School Meals Catered for?	Yes
Can cater for service users with restricted mobility?	Yes
Can support service users with complex health needs?	On a case by case basis
Can support service users with complex education needs?	Yes

Pricing Schedule

Course/Service	For Course	Per hour	Per Day	Per Week	Per Term/Per Annum
Full day no tuition (for learners not in exam years or receiving tuition elsewhere)			£120		

Full day with tuition (for learners in exam years and not receiving tuition elsewhere)			£170		
Half day no tuition (for learners not in exam years or receiving tuition elsewhere)			£80		
Half day with tuition (for learners in exam years and not receiving tuition elsewhere)			£110		