

# Central Community Nursery School Special Educational Needs and Disabilities (SEND) Report

(Linked to Derby City Local Offer)

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<b>Local Offer Webpage Link</b>	<a href="http://www.derby.gov.uk/sendlocaloffer">www.derby.gov.uk/sendlocaloffer</a>
<b>Age Range</b>	2-4 years
<b>Funding</b>	Derby City Council : 3-4 year olds through Enhanced Resource Facility at the Nursery. 2 year olds through Derby City Council Locality funding and Education, Health and Care Plans for individuals.

## School Statement of Intent

At Central Nursery School we value the abilities and achievements of all children, and are committed to including every child and providing for each child the best possible environment for learning.

Every teacher and teaching assistant is a teacher of every child including those with SEND.

## SEND Needs:



Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction.
2. Cognition and learning

3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: Special Educational Needs and Disability Code of Practice: 0-25 years July 2014)

**The following table identifies the types of SEND and examples of the type of provision offered at Central Nursery School:**

Type of SEND for which provision is made at the school	Type of provision
<p>Communication and Interaction Needs:</p> <p>Eg.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication delay and disorder.</li> <li>• Hearing impairment and deafness.</li> <li>• Visual impairment.</li> </ul>	<p>Speaking, Listening and Communication opportunities are developed across all areas of learning.</p> <p>Some children have 1:1, 1:2 or small group adult support.</p> <p>We use visual timetables to help children understand daily routines:</p>  <p>We use signing, symbols and photographs to support children who have communication needs.</p> <p>Adults support children in their interactions with peers by modelling and facilitating positive interactions.</p> <p>We use the Speech and Language Therapy and Specialist support services.</p> <p>We set individual targets together with parents and other professionals involved.</p> <p>We will make a one page profile for children to show their needs and strengths simply.</p> <p>We use specialised resources e.g. PECs, (Picture Exchange Symbols):</p> 
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<p>We make sure the planning includes support and challenge for all abilities.</p> <p>Adults use modelling and scaffolding- adding a little more to the child's learning.</p> <p>Children have 1:1 or 1:2 support when part of the Enhanced Resource Funding arrangement.</p> <p>Small group work- mainstream and SEND children, to meet particular needs, eg. behaviour support group.</p> <p>Key workers, parents and professionals set individual targets.</p> <p>One page profile shows strengths and needs simply.</p> <p>Specialised resources e.g. visual timetable, symbols, signs</p> <p>Involvement of other agencies including Educational Psychologist</p>
<p>Social, emotional and mental health</p>	<p>Whole school policy on 'Personal, Social and Health Education and Citizenship'</p> <p>Adults have consistent expectations of behaviour and boundaries set in the Nursery.</p> <p>We use a positive behaviour management system, based on positive</p>

	<p>requests, praise and rewards and time out for more serious negative behaviour.</p> <p>We consider the needs of each individual when responding to their needs.</p> <p>We offer 1:1 support, 1:2 support and small group learning.</p> <p>We have the support of the Early Intervention Team/Specialist support.</p> <p>We can seek support from a specialist behaviour teacher.</p> <p>Setting of individual targets</p> <p>One page profile.</p>
<p>Sensory and/or physical needs</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> <li>• Sensory defensive/ preferences.</li> </ul>	<p>Staff are aware of and understand the implications of impairments.</p> <p>We use many ways of teaching to support these needs , including:</p> <p>Dough Disco (Each child manipulates dough led by adult with music accompanying).</p> <p>Squiggle while you wiggle. (Making movements involved in writing skills to music, then on large paper.eg. up and down/round/across.)</p> <p>Physical Literacy. (Action songs and rhymes with focus on movement, Yoga sessions)</p> <p>1:1, 1:2 or group support</p> <p>Use of specialised resources e.g. walking frame, pencil grips.</p> <p>Accessible environment on one level</p> <p>Specialist support teacher service involvement</p> <p>Occupational and Physiotherapist involvement and programme.</p> <p>Setting of individual targets</p> <p>One page profile</p>

## **We hope the following Questions and Answers will help you understand how we support children with SEND at Central Nursery School**

### **1. *How the school identifies and assesses children with special educational needs or disability.***

We identify children with special educational needs or disability as those who have difficulties which are significantly greater than other children of the same age.

We agree with the principle that it is particularly important in the early years that there is no delay in making any necessary special educational provision.

The SENDCO is one of the Nursery teachers and works closely with the Lead nursery teacher and all teaching assistants to share initial concerns.

The SENDCO works with the staff in the two year old children's provision in order to identify needs as early as possible.

We use a number of additional indicators of special educational needs:

- Whole school baseline tracking data is used as an early identification indicator

- Initial parental concerns on entry or pre entry to nursery
- Information from previous pre-school settings
- Staff observations.
- Information from other services/professionals
- Analysis of data including best fit baseline judgements made in line with the Early Years Foundation Stage Framework - Development Matters, shortly after entry to nursery.
- Tracking individual children's progress over time
- We use a developmental recording system which breaks down the statements from the Early years Foundation Stage Guidance into more, smaller steps to show progress within each band. A member of the SEN team would be happy to show this to parents and carers.

The SENDCO maintains a provision map of children identified through the above procedures. This map is reviewed and analysed termly. keeping system.

**The school has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review.'**

The school works very closely with a range of other agencies that also provide relevant assessment information, STePs team (Specialist teachers and Educational Psychology Service) and Paediatricians, Occupational Therapists and Physiotherapists.

After additional support and professionals have been consulted, a decision could be made that a more formal assessment is required, leading to an application for Locality funding (two year olds) or an Education Health Care Plan (EHCP). Parents will be fully involved in this process.

The role of the SENDCO is to support the staff in the identification of children with special educational needs or disability. In addition, the SENDCO oversees the day-to-day implementation of the school's policies and practices, ensuring good liaison with parents and outside agencies.

## **2. *How we involve parents of children with special educational needs or disabilities in the education of their child.***

- Prior to their children starting nursery, parents have opportunities to discuss their child's needs on occasions such as an open morning, a visit to look around the school and planned visits to the nursery for the parent and child.
- All parents have the opportunity to come to school for a variety of occasions and events, for example, taking part in "Book Week", "Play with clay" and going on local walks to see features of our environment such as bridges.
- All children's parents are invited to school to share their child's learning and development progress with the keyworker once per term. Parents whose children have special educational needs or disabilities are invited to review progress and plan new targets every term. Parents are invited to statutory review meetings, which include all professionals working with the child.

- The school operates an 'Open Door' policy so that parents can talk to staff on a daily basis and home/school diaries are used when necessary.

**3. *The arrangements for consulting children with special educational needs or disabilities about, and involving them in, their education.***

- When starting nursery, parents are asked to complete an "All about me" form with their child, this reflects the voice of the parent and child, showing their interests, concerns and strengths.
- As part of the 'review' process we collect and record the views of the child at an age appropriate level within their 'Learning Journeys' and on the Tapestry online assessment and observation system shared with parents and carers.

**4. *How will our school prepare and support your child when joining our school and when transferring to a new school?***

- Open sessions and opportunities to look around the school with their parents.
- Prior to starting Nursery children have at least 2 play visits with their parents or two year provision staff.
- Parents stay with their child on the first day at nursery and we have a staggered intake, which is determined by the child's needs.
- We have specific transition meetings which involve handing over information to staff from Primary schools.
- We have visits by staff from Infant and Primary schools to discuss each child's specific needs.
- We take some children on transitional visits to their new school with support staff where necessary.
- A member of staff visits the children on their first day at school to offer a familiar face and support.

**5. *How will our school support your child and how will the teaching be adapted to meet their needs?***

We are committed to giving your child every opportunity to achieve. We do this by offering an exciting and varied curriculum that is differentiated by the teachers and key workers as appropriate to support the specific needs of your child.

We are a fully inclusive school that takes action to ensure that your child can access all learning opportunities.

- We will make any necessary referrals for assessment and help as appropriate.
- We will discuss any concerns with parents on a regular basis.
- We may adapt resources or staffing to meet individual needs.
- We will set appropriate targets and review these with you termly or more frequently as required.

**6. *What specialist services and expertise are available at or accessed by the school?***

- At Central Nursery School we have a SENDCO and professional staff who access relevant training. There is a good range of experience and knowledge within the team and staff support each other with all children.
- At times it may be necessary to consult with outside services to receive their more specialised expertise. These can be signposted by the Derby City local offer (see page one of SEND report) and may include Speech and Language Therapy, Advisory Teachers, Health Professionals, Occupational Therapy and Social Care.
- The services of an Educational Psychologist are bought in annually by our school. He will observe/assess the child, followed by meeting with the parent/carer to feedback after the assessment has been completed.
- He will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.

**7. *What training have the staff supporting children and young people with SEND had (or are having)?***

- Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children.
- Our SENDCO is a teacher and therefore holds Qualified Teacher Status, BEd (Hons).
- The SENDCO has completed and qualified in training the National SENDCO award . This has brought up to date professional knowledge and skills to improve our provision.
- In 2016 the majority of staff have received training in Autism, Hearing Impairment and cochlear implants, Visual Impairment, Sensory Processing, Intensive Interaction and Behaviour management.
- We access training delivered by the Local Authority, sessions at 'The Hub' (the programme for which is planned by a group of Nursery School Head teachers to meet the present needs of the schools) training organised by the STePS team and occasionally training offered by other Local Authorities.

**8. *How do we know what progress your child is making and the effectiveness of the provision made for children with SEND?***

Monitoring progress is an integral part of what we do at Central Nursery School. Staff observe children daily while working with them and record significant progress or needs. Provision can be modified as needed to ensure it is offering the correct balance of support and challenge. Staff use information gathered from discussion with parents (informally and at termly meetings relating to individual education plans) and from their observations of children to make judgements about their level of development, next steps, further challenge or support needed by each child.

Children with EHC plans have an annual review with parents and professionals to assess progress and future needs.

Information gathered is collated and fed into the data system.

Through the data collected by the whole school we are able to look at the progress made by all, including our SEND children and make judgements about the rate of progress. This is monitored by staff, the Headteacher and Governors.

Reviews of targets indicate the progress being made and further targets needed, these are discussed as is appropriate with parents and professionals.

**9. *Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made by the school.***

We understand that sometimes parents may wish to discuss a concern, our staff are willing and able to listen and resolve issues. They would ask the parent to speak to their child's keyworker and if still unresolved then an appointment would be made to speak to the SENDCO / Headteacher. As the school has a named governor responsible for over-seeing the SEND provision, a parent could put their complaint in writing to her. This will then be considered with the Chair of Governors who may convene a sub group meeting or it may be discussed at the next Governors' meeting.

The SEND code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

However, if a problem cannot be resolved, a complaint can be made to OFSTED, Building C, Cumberland Place, Park row, Nottingham, NG1 6HJ  
Telephone 0845 601772

Refer to the school's complaints policy, a copy of which is available in school.

**10. *How will my child be included in activities outside the classroom including school visits?***

- We are committed to ensuring that all children access the breadth of activities available in school and beyond.
- Parents and carers are often invited to join in if they can.
- Consent is requested from parents when visits are made off the school site.
- A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.
- The involvement of additional adults may be necessary.
- It may be necessary to take mobility aids.
- The venues are carefully chosen to ensure that all children can access the visit and benefit from it.

**11. *How accessible is our school both indoors and outdoors for children with special educational needs and disabilities?***

- Our school building is on one level and therefore fully accessible.
- We have child's and adult's disabled toilets. We have a sensory room which can be used on a 1:1 basis or with small groups, as well as by other professionals working with children with SEND.
- The outside areas around the school are secure. There are no steps in any of the gardens.
- Visual timetables and symbols are available throughout the nursery to aid communication and understanding.

**12. *How will our school support your child's overall wellbeing?***

- The wellbeing of your child is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Central to provide a happy, safe and caring environment.
- The emotional wellbeing of your child is extremely important to us and our staff will provide support to both you and your child.
- Additional support is offered to children with identified emotional and social development needs. This can include working in small groups on turn-taking, confidence building and raising self-esteem.

SEN children with medical needs:

- If a child has a particular medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child.
- Staff receive EpiPen / diabetic / epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Identified staff have paediatric first aid training.

**13. *How are the school's resources allocated and matched to children's special educational needs and disabilities?***

- SEND at Central Nursery School is currently funded by the local authority through a delegated budget for an 8 place enhanced resource facility.
- Two year old SEND provision is funded by application for Locality Funding and EHC plans.

**14. *How is the decision made about how much support my child will receive?***

These decisions are made in consultation with keyworkers, SENDCO and Lead Professional. Decisions are based upon termly tracking of children's progress and / or a result of assessments by outside services.

- During their school life, if further concerns are identified due to the child's wellbeing or lack of progress, then other interventions may be arranged.

**15. *Local Authority Local Offer***

The local offer is available through [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)  
Information about Central Nursery School is available through the Local Offer.

**16. *Who can I contact for further information?***

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Telephone – 01332 342647  
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