

Autumn 2018

Review: Autumn 2019

Meeting the needs of children with Special Educational Needs and Disability (SEND)

“Our vision for Tunstall Nursery school is to provide a warm, caring and stimulating early years environment, which encourages positive values and celebrates diversity and excellence. We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the nursery school community. Our aim is that all pupils will have the skills necessary to become well rounded, interesting people who can make a difference to others in their lives”.

“ALL DIFFERENT, ALL EQUAL, ALL ACHIEVING”

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We work in partnership with parents valuing their views and contribution and keep them fully involved in their child's education.

The nursery school will use its best endeavours to ensure the necessary provision is made for any pupil with a Special Educational Need or Disability.

Who should I contact to discuss the concerns or needs of my child?

If a parent/ carer has concerns or thinks that their child has additional or special educational needs that have not already identified, **they should discuss this with their child's Keyworker** .

The Keyworker will then discuss any concerns with the nursery school SENCO and any actions will be discussed with the parent/carer and implemented as appropriate.

The Nursery school has a nominated Special Educational Needs Co-ordinator (SENCO)

Jane Fisher who works closely with Keyworkers, parents, Teaching Support Assistants and all outside agencies.

The SENCO's role is to;

- Co-ordinate the provision for and manage the responses to the children's special needs.
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Work in partnership with parents and colleagues drawing up short term individual targets for your child.
- Oversee the records of all children with special educational needs;

- Act as the link with parents, ensuring that you are involved in supporting your child's learning and access to the curriculum. Make sure that you are kept informed about the range and level of support offered to your child. Ensure that you are included in reviews of your child's progress and any transition meetings that may take place when changing classes or nursery schools.
- Act as a link with external agencies and other support agencies who can offer advice and support to help pupils overcome difficulties and share this information with parents.
- Contribute to the professional development of all staff, ensuring that staff are skilled and confident about meeting a range of needs for children in the nursery school.
- Monitor and evaluate the special educational needs provision and report to the governing body.

The nursery school has a Special Educational Needs and Disabilities (SEND) Governor

The role of the SEND Governor is to support the nursery school to evaluate impact and to develop quality provision for pupils with SEN across the nursery school.

How does the nursery school decide if my child needs extra help?

- ❖ Your child may have an initial home visit before starting at Tunstall Nursery school providing an opportunity to share your child's needs and any concerns.
- ❖ All children are observed by their keyworkers and Support staff daily and this informs initial baseline tracking. The class teacher and the SENCO assess and monitor the child's progress in line with existing nursery school practices. This is an ongoing process
- ❖ Children's learning and emotional needs are observed, supported and extended daily by staff who work in partnership with each other and with parents/carers.
- ❖ Keyworkers speak regularly with parents/carers to share crucial information about progress made as well as to identify any potential developmental delay concerns.
- ❖ If the child needs additional support this will be identified as early as possible through professional dialogue between the child's teacher and the nursery school SENCO. Parents will be requested to give consent for closer monitoring and to be actively involved in supporting their child's needs.

How can I find out how my child is doing?

- ❖ Ongoing observations and assessments are made by Key Workers who regularly review children's learning and set 'Next steps' for all children. These are shared with parents at termly meetings.
- ❖ Regular monitoring of children's progress to identify children who are not making expected progress.
- ❖ If additional support from external agencies has been sought for your child with your permission, you will be fully informed of all visits within the nursery school setting and will be provided with a copy of the report from the external agency.
- ❖ We work in partnership with parents and other professionals and where external agencies have been involved, their advice and recommendations inform targets.

SEND Support Plans are put in place for your child and are shared with you on a regular basis.

- ❖ If your child needs a higher level of support to access the curriculum and learning environment additional funding and an Education, Health and Care Plan (EHCP) may be requested by the nursery school. Further details about this process will be explained by the SENCO and information published in the LA Local Offer.
- ❖ Where funding is successful a Support Worker will be allocated to work with your child at specific times during the session. The level of support given, will be dependent upon and will reflect the complexity and severity of the individual's needs. There will be an expectation that pupils should develop independent learning skills as far as possible, without always being reliant on adult support.
- ❖ Formal review meetings of your child's progress will be held on a termly basis. Parents, pupils and external agencies (where appropriate) will be invited to attend this review. Progress will be discussed, and the impact of the current support will be evaluated based upon its impact and effectiveness, against your child's current targets.

How will nursery school staff support my child?

- ❖ Staff are highly trained and skilled at adapting teaching to meet the diverse range of needs in the nursery. Daily planning considers the individual pupils needs and requirements for all children including those with Special Educational Needs.
- ❖ Children have their strengths recognised, supported and celebrated and all children are recognised as individuals.
- ❖ Staff work collaboratively and with parents/carers to share their knowledge and experiences for the benefit of the child and their learning.
- ❖ The nursery school provides a secure and stimulating environment that enables all children to become independent and active learners, to develop skills and abilities and foster positive, healthy attitudes to support the child and the whole family.
- ❖ The nursery school has a graduated approach to supporting children with Special educational Needs and disabilities. There are four stages of action; assess; plan; do; and review. This means that the support each child receives will be individual to them.
- ❖ All staff work in partnership with the SENCO to ensure the needs of the children are identified early.
- ❖ High quality teaching and learning, outstanding provision and personalised support ensures that all children's individual needs are met.
- ❖ The nursery school provides personalised SEND Support Plans. These are discussed with the parent/carer which ensures there is a shared understanding of the agreed targets between home and nursery school.

How will the curriculum be matched to meet my child's needs?

- ❖ The nursery school recognises that children are at different stages in their learning and learn in different ways. Keyworkers plan regularly to meet the needs of all their children. Through a differentiated approach. Teachers are skilled at differentiating the curriculum to meet individual needs.
- ❖ Staff deliver multi-sensory learning experiences to ensure children with special educational needs and disability are included fully.
- ❖ To support all children, the nursery school offers a wide range of high quality learning experiences, both indoors and outdoors which follow the children's interests.
- ❖ The session and learning environment are organised flexibly with opportunities to maximise the learning opportunities for all children. The use of additional adults in the classroom is adapted to help groups of children and/ or individuals accordingly, with a long-term goal of developing independent learning skills.

- ❖ There is a balance of adult led and child led learning and an understanding that children learn best through play based and explorative curriculum where they follow their interests and are supported by skilled Early Years Practitioners who help them move forward in their learning.
- ❖ Staff use visual prompts, visual timetables, now-then boards, Makaton signing, touch screens on the computer to support children's learning.

In addition to planned differentiation in the nursery, the following range of interventions are in place to overcome a range of challenges for children across the nursery school.

These include:

Intervention	What is it?
Small Group Story Sessions for <ul style="list-style-type: none"> • English as an additional language (EAL) children <p>(20 minute sessions, 4x per week, small group)</p>	Supporting children with English as an additional language who benefit from a small story group.
Small Group Story Sessions for <ul style="list-style-type: none"> • More able children <p>(20 minute sessions, 4x per week, small group)</p>	Supporting children who have been identified as 'more able' (working beyond age related expectations)
Attention and Listening Group <p>(20 minute sessions, 4x per week, small group)</p>	Provides small group support for children who find it difficult to concentrate and listen.
Forest school <p>(All children have the opportunity to attend 5 sessions during the year.)</p>	Forest school offers children the opportunity to learn in a woodland setting. Children make significant improvements in independence, self-esteem, social skills, language skills and concentration levels. Forest school can be particularly beneficial for children with a diagnosis of Autism or ADHD.
Toileting programme	Supporting children who have toileting issues. Toileting advice given to parents
Basket work including activities supporting Speech and Language Care Plans. <p>(Daily 15 minute sessions, 1:1)</p>	For children who need individual teaching and for whom task completion is difficult. To support children with a Speech and Language Care Plan. Group and 1 to 1 activities in a quieter area
Bucket time <p>(Included in 20 minute attention and listening sessions and story sessions 4x per week, small group)</p>	Supports children with their attention and listening skills in a small group
Sensory tent <p>(Daily 15 minute sessions, when the tent is available 1:1 or 1:2)</p>	To help children <ul style="list-style-type: none"> • who need calming time • manage their feelings and behaviour • manage their sensory needs

What support will there be for my child's overall wellbeing.?

- ❖ Children's emotional and physical well-being is of paramount importance as is the safety of all children and adults in the community.
- ❖ The nursery school has robust and effective safeguarding and child protection procedures
- ❖ Attendance and punctuality are closely monitored to ensure all children are receiving their full entitlement of nursery education.
- ❖ The nursery school has a policy for children with medical conditions.
- ❖ We have staff who are qualified Paediatric First Aiders
- ❖ All children are treated respectfully and inclusively. The child's voice is listened to and valued by all staff.
- ❖ The nursery school promotes positive behaviour for learning from all children and this is underpinned by our behaviour policy.

How accessible is the nursery school?

- ❖ The nursery school is located all on one level and classrooms are re-organised to meet individual children's needs
- ❖ The nursery school has a disabled parking space.
- ❖ The nursery school has two disabled toilets- one for adults and another for children.
- ❖ A hygiene room provides children with privacy and dignity when dealing with personal hygiene.
- ❖ All changing tables for children are fully accessible and are supported with hoists.
- ❖ The nursery school works with the Occupational Therapy Service to consider the use of specialised furniture and aids for children and parents/carers who have Special Educational Needs and Disability.
- ❖ We have an accessibility plan in place to ensure that pupils with SEN or Disability can take part in all aspects of nursery school life and that the nursery school buildings and outdoor spaces are adapted. The nursery school's accessibility plan is updated annually and can be viewed on the nursery school website.
- ❖ The nursery school has an Equal Opportunities and Accessibility Policy

How skilled are the staff in meeting the needs of my child?

- ❖ All staff are highly skilled and committed to outstanding teaching and learning for all children.
- ❖ We are committed to the on-going professional development for all staff and ensure that all teachers and support staff have the appropriate skills and knowledge to support provision for children with SEND.
- ❖ We have staff with specialised expertise and qualifications. Our Deputy Headteacher Leigh McGuinness has the National Award for Special Educational Needs Co-ordinator (NASENCO).

Recent training for all staff (2017-18) has covered: 'Paediatric First Aid', 'Positive Handling and Restraint Training', 'Safeguarding', Early Years SEND forums, SAG panel
 This is in addition to regular staff meetings and INSET days, where training is provided on new or relevant initiatives and or where the Senior Leadership feel there is a need for further staff development. Our SENCO actively engages in a range of opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support children with SEND (Special Educational Needs or Disabilities). The nursery school also seeks advice and guidance from relevant local nursery schools and colleagues to review, evaluate and develop provision for pupils who have the most complex needs.

- ❖ Our SENCO actively engages in a range of opportunities to share best practice and keep up to date with local and national initiatives and policy to support children with SEND.
- ❖ The nursery school also regularly seeks training, advice and guidance from local special schools.

What specialist services and expertise are available to help my child?

The nursery school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. They may offer the nursery school advice about strategies to support a child or work directly with the child and/or their family.

Agency	Description of Support
Educational Psychology Service <i>Our attached Educational Psychologist is Juliette Daniels</i>	Provides individual psychological assessment, advice (for both parents and the nursery school) and intervention to promote inclusion and to support access to the curriculum.
Speech and Language Therapy <i>Our attached Speech and Language Therapist is Saru Sathianandan</i>	Termly visits to nursery school provide initial assessments, referrals and targeted interventions for children with speech and language difficulties.
Child and Adolescent Mental Health Service	Offers diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families.
Occupational Therapy Service	Specially trained to assess and provide advice and intervention for children with any disability and children who experience difficulties with everyday tasks at home, school and at play.
Croydon Early Years' SEND Team	Croydon Council's Early Years SEND Team support the nursery school by offering specialist training and advice, support with Education Health and Care Plans and inclusion funding.
Community Paediatrician	Specialist doctor who has a particular expertise in looking after children with long term health issues. Children are usually seen at a local clinic where an assessment is made.
Communication Support Services:	Specialist teachers of the visually and hearing impaired visit Croydon LA schools to:

<ul style="list-style-type: none"> • Visual Impairment Service • Hearing Impairment Service 	<ul style="list-style-type: none"> • Offer guidance on visual and hearing access and inclusive teaching strategies. • Give advice on the adaptation of materials and equipment to ensure pupils achieve access to the curriculum.
Health Visitor Link Health Visitor – Alexis McKnight	Registered nurses with a specialist qualification in community health and health promotion for families and young children. They work in partnership with other agencies including health, education and social care to support the wellbeing of the family
Parents in Partnership(PIP)	Support parents and families with the many complex issues and situations that parent/carers of children and young people with disabilities and special needs come across on a daily basis.
Early Help	Supporting and signposting parents who need help.

How is the decision made about what type and how much support my child receives?

- ❖ The nursery school uses a graduated approach to meet individual children's needs.
- ❖ Initial and ongoing assessments determine the support required.
- ❖ The impact of all interventions is measured and closely monitored through personalised plans and if a child's progress is still cause for concern the SENCO will discuss next steps with the child's parents or carer.
- ❖ If the child would benefit from additional support the nursery school will discuss additional support and the pathways to more specialist support and provision with parents, outside agencies and staff.
- ❖ Nursery school staff discuss with parents/carers what they can do at home to support and extend their children's learning. Parents are encouraged to be actively involved.

How are parents and carers involved in the nursery school? How can I be involved?

- ❖ The nursery school is committed to parental engagement and has a clear philosophy that parents/carers are children's first and most enduring educators.
- ❖ The nursery school provides opportunities for parent governors on the main Governing Body.
- ❖ Parents and carers are invited to attend SEN coffee mornings to meet with ex parents who have valuable expertise to share about their children and transition to new nursery schools.
- ❖ The nursery school invites external agencies to share their expertise with parents.
- ❖ The nursery school has a toy and book library for parents / carers and their children to use.
- ❖ The nursery school offers parents 'Welcome Wednesday' sessions which invite parents/carers to stay and play with their child.
- ❖ The Nursey Nursery school/ Children's Centre facilitates a range of parent groups, workshops.

- ❖ Parents/carers are encouraged to take part in their child's learning journey book.
- ❖ The Deputy Headteachers and SENCO are happy to meet with parents/carers to discuss specific issues about their child.
- ❖ Parents are involved in the running of 'Baby and Toddler' sessions.
- ❖ Parents are invited to become involved in developing learning opportunities in the garden.

How will the nursery school help my child join the nursery school?

- ❖ Parents/carers are welcome to look around the nursery school and meet staff including the SENCO.
- ❖ The nursery school will contact the child's prior early years settings to gather information about their individual needs.
- ❖ A home visit may be offered, enabling staff to meet the child and their parents in a familiar home environment, forming positive and trusting relationships.
- ❖ A staggered entry system and working with parents to consider the needs of each child and their family helps ensure a smooth transition between home and nursery school.
- ❖ Transition meetings are arranged with specialist services involved in supporting a child.

How will the nursery school help my child move to a new nursery school?

- ❖ Primary school reception teachers are invited to Tunstall to meet their new children in the summer term. This is an opportunity for the child's Keyworker to share a child's strengths, successes and areas of development with the receiving Reception teacher.
- ❖ We will contact the SENCO at your child's new school and share information about special arrangements and support that have been put in place to support your child.
- ❖ We ensure that complete records are passed to the relevant member of staff at the child's new school.
- ❖ Additional support may be provided by photo transition books for children and parents to share in preparation for going to their new school.
- ❖ For children who are leaving the country, any relevant information will be given to parents.

Further information about support and services for pupils and their families can be found in:

Croydon Council Local Offer -

<http://www.croydon.gov.uk/contents/departments/education/pdf/sen/sen-provision.pdf>