

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 school community. Our aim is that all pupils will have the skills necessary to provide a good foundation for their future.

“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 contributions, keeping them fully involved in their child's education.

What types of SEND are provided for?

Our school currently provides additional and/or different provision for a range of needs, as directed by the SEND code of Practice (2015). These are:

- **Communication and social interaction**
 - Social and Communication delay, autistic spectrum disorder, receptive language and/ or expressive language delay
- **Cognition and learning**
 - Mild/moderate learning difficulties, trisomy X, global developmental delay, specific learning difficulties (for example DLD, DCD and processing difficulties)
- **Social, emotional and mental health difficulties**
 - Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), bereavement, Emotional School Based Avoidance, Separation anxiety
- **Sensory and/or physical needs**
 - Visual impairments, hearing impairments, medical conditions (epilepsy, cerebral palsy)

Who should I contact if I have concerns about my child?

Your child's Key Worker

The Key worker's roles are to;

- Observe your child's progress in all areas of learning. This information is used by staff to plan individual interventions to support and extend your child's development.
- Check the progress of your child and to plan and deliver additional support as required.
- Help individuals to manage their emotions, particularly with regard to trauma or stress, and to take part in learning.
- Apply the school's SEND policy

The nursery has a nominated Special Educational needs Co-ordinator (SENCO) Kate Lanning

Kate work closely with Key Workers, 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 SMART 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 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, including applying for an Education, Health and Care Plan, if appropriate.
- 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 school.
- Monitor and evaluate the special educational needs provision and report to the governing body.

Special Educational Needs and Disabilities (SEND) Governor- Manvinder Saberwal-Law

The role of the SEND Governor is to;

- Support the school to evaluate impact and to develop quality provision for pupils with SEN across the school.

How do you support my child, if they have SEND identified before admission?

We may be given information about a child who has SEND by parent/carers or outside agencies prior to admission. If a child is known to have SEND and requires special arrangements before they are admitted, we will link with their family and previous setting (if appropriate) to ensure a smooth transition. The voice of the parent/carer will be paramount, and we will use the information provided by the parent/carer in conjunction with other agencies to plan for a smooth transition, to maintain and further ensure progress for the child. A pre-admission meeting will be held with parent/carers involved so that arrangements can be in place when the child starts nursery. The SENCO will strive to gather all relevant information from other agencies when there is a known special educational need of disability before admission. Due to the young age of our children it may be that developmental concerns emerge during their time at nursery.

How do you identify SEND after a child has started at the nursery?

Other children with SEND may not be identified until they start at nursery. All staff can be involved in the identification of children who may be in need of extra support. It may be evident that a child needs support quite quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and so the staff monitor children all the time. We gather information from observations of children, listening to the children and information shared by parent/carers. We may seek further advice or suggest you contact external professionals, for example Chatterbox, or Occupational Therapist (through <https://www.croydonhealthservices.nhs.uk/childrens-occupational-therapy>) or the Croydon Early Intervention SEND Lead.

How can I find out how my child is doing?

Your child will have an initial phone call and a stay and play session before starting at Tunstall Nursery School providing opportunity to share your child's needs and any concerns.

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 takes place to identify children who are not making adequate progress.

Following discussions and further assessment with the SENCO, the Key Worker informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher/keyworker and the SENCO assess and monitor the child's progress in line with existing school practices. This is an ongoing process. A SEND support plan may be put in place for your child.

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. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Parents, pupils and external agencies (where appropriate) will be invited to attend this review. The review will draw on parental views, keyworker assessment and advice from external agencies. Progress will be discussed and the impact of the current support will be evaluated based upon its impact and effectiveness, against the child's current targets. The outcome of these meetings will be formally recorded.

We aim to work in partnership with parents and other professionals. Where external agencies have been involved, their advice and recommendations inform targets and planning that is put in place for the child. These are shared with you on a regular basis, through meetings with appropriate school staff.

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 school setting and will be provided with a copy of the report from the external agency.

How will teaching be adapted to meet the needs of my child?

Staff are highly trained and skilled at adapting teaching to meet the diverse range of needs in the nursery. Weekly planning and daily evaluation take into account the individual pupils needs and requirements for all children including those with Special Educational Needs.

We believe in Early Intervention and believe a whole school approach that uses quality first teaching methods supports all children to meet their potential and limits the number of children that require additional support.

The first wave of support will be through our differentiated provision and includes a balance of adult directed and child-initiated play, as well as learning which is based on a 'multi-sensory approach'; All children have access to a sensory room which promotes increased levels of well-being and engagement.

Differentiation is approached in a range of ways to support access to the curriculum and make sure that all pupils can experience success and challenge in their learning.

In class specific strategies to meet the needs of all children may include;

- Differentiated curriculum planning and resources
- Differentiated questions and delivery including styles of teaching to take into account individual learning styles and pace of learning.
- Use of Makaton signing
- Touch screen computer and Identified software (where appropriate)
- Visual timetable
- Visual prompt cards
- Medical needs met i.e., lotion for eczema applied, snacks for children with diabetes given.

- Clear behavioural boundaries set (co-regulation plans are used, for children who need additional support).

The second wave of support involves more focused intervention and regular input by school support staff in partnership with the family; children may have an Individual Support Plan written with the SENCO, the keyworker and the family to ensure these interventions are planned effectively. These include the following:

- Language groups: development of children's vocabulary, speaking in sentences, listening and responding and social communication.
- Intensive interaction: this is to develop shared attention, a trusting relationship with another person and to support two-way communication;
- Grouping arrangements in the classroom are organised flexibly with opportunities to maximise the learning opportunities for all. This may include time in a smaller room or a quieter space during the session or a smaller group during Storytime. The use of staff, who work together in the classroom to support children and/ or individuals accordingly, with a long-term goal of developing independent learning skills.
- See below for more information the range of interventions that are in place to overcome a range of challenges for children across the school.

These include:

Intervention	What is it?
<p>Small Group Story Sessions for</p> <ul style="list-style-type: none"> • English as an additional language (EAL) children • Children who need support to develop their vocabulary <p>(20 minute sessions, 4x per week, small group)</p>	<p>Supporting children with English as an additional language who benefit from a small story group.</p>
<p>Small Group Story Sessions for</p> <ul style="list-style-type: none"> • More able children <p>(20 minute sessions, 4x per week, small group)</p>	<p>Supporting children who have been identified as 'more able' (working beyond age related expectations) In this a phonics session is included, to support their phonological knowledge.</p>
<p>Attention and Listening Group</p> <p>(20 minute sessions, 4x per week, small group)</p>	<p>Small group to support children's attention and listening, turn taking and communication skills.</p>
<p>Bucket time</p> <p>(10 minute sessions, daily small group, some children may start with this individually)</p>	<p>To develop children's shared attention skills in a group setting.</p>
<p>Forest School</p> <p>(All children, in the year before they start school, have the opportunity to attend a minimum of 4 sessions during the year.)</p>	<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 social and communication difficulties, a diagnosis of Autism or ADHD.</p>
<p>Toileting programme</p> <p>(During the session as required)</p>	<p>Supporting children who have toileting difficulties.</p>
<p>TEACCH Basket time</p> <p>(Daily 15 minute sessions)</p>	<p>For children who benefit from individual teaching and helps children's flexibility, cognitive skills and self-esteem.</p>
<p>Communication/turn taking group</p> <p>(20 minute sessions, 2x per week)</p>	<p>Supporting children with who need support with social interaction.</p>
<p>Special time/Intensive interaction (Daily)</p>	<p>Adults follow a child's interests helping them develop their play skills, joint attention and language skills.</p>
<p>ELSA (Emotional Literacy Support Assistant) (Weekly)</p>	<p>ELSA is either a one to one or small group activity that supports children with their emotional needs. It is tailored to the individual child's or groups needs, by a trained assistant who works regularly with the child building up a relationship and coach them with their emotional needs.</p>

The third wave involves outside agencies. Where appropriate, the school secures equipment and facilities to meet the needs of individual children in consultation with the LA and with

advice from external agencies. This could include seeking extra funding through SENIF from the LA and/or applying for an EHCP.

The school's approach to differentiation is seeing every child as an individual and as such every child with SEND identified has Individual Support Plan, which is reviewed regularly. Some children may only need this for a short period of time, for example when settling, if this is taking longer than normal, while others will need one during the whole time they are at the nursery school.

Individual Support Plans help all children by providing the means to assess whether children are making substantive progress and therefore continue to learn rapidly. Underpinning all reviews is the cycle of assess, plan, do and review. Children, parent/carers and staff are all involved in this process.

How does the school evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Monitoring by the SENCO
- Using provision maps and support files to measure progress
- Holding 6-monthly reviews for pupils with EHC (Educational Health and Care Needs) plans

How will parents be helped to support their child's learning at home?

- Invited to transition meetings before starting nursery and upon transferring to a new setting / school
- Regular discussions / meetings with staff
- Sharing Library with resource packs with suggested activities for supporting children's learning at home.
- Parenting courses
- Family Learning courses
- Drop-in information sessions at the nursery
- Toileting programme
- Toileting advice given to parents
- SEN resources made available to families

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN or Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. The school's accessibility plan is updated every 3 years, but more frequently when required. It can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair Access
- Disabled Toilet Facilities
- Hoists – subject to maintenance
- Hygiene room which provides children with privacy and dignity when dealing with personal hygiene.
- Appropriate furniture available, specialised chairs, standing frame, height adjustable tables.

Depending on the child's needs, an individual access and/or medical care plan will be in place with support and advice from Physiotherapists / Occupational Therapists / Nursing Team. Children who have an Education, Health and Care Plan will have support from a

Learning Support Assistant, who will have a certain amount of time allocated to support this child. This support enables the child to access the full curriculum and any extra-curricular activities that are on offer.

How does the school support children with SENDs emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- Key person system (including dedicated key person time)
- Child's Voice is key in our learning journeys and our displays
- Creating a highly inclusive learning environment that meets the needs and interests of all children
- Building trusting relationships with all staff
- The school utilises the ethos of consulting with children including the use of open-ended questions.
- Modelling positive interactions
- Celebrating children's achievements
- Daily evaluations
- Special Time/intensive interaction
- Observing children, pre-empting difficulties which may arise during the session e.g. at transition times
- Supporting children to manage their emotions and needs and behaviour through our self-regulation/co-regulation policies
- Developing a Co-regulation plan with the keyworker and the parents
- Calming time in a quieter area and/or the sensory room
- Emotional Literacy Support Assistant, Beata Kaminski, is a trained ELSA and works with children in small groups or one to one to support their emotional development
- Enrichment experiences
- Termly parents' evenings
- Working with external agencies

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

An on-going programme of training is in place to 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 including our Head of Schools: Leigh McGuinness who has the National Award for Special Educational Needs Co-ordinator (NASENCO) and Kate Lanning who has Diploma in Dyslexia Assessment and Intervention (AMBDA), and NASENCO, who is a highly experienced early years teacher and is the school SENCO.

Recent training for all staff has covered: 'ELSA supervision', 'Paediatric First Aid', 'Positive Handling and Restraint Training', 'Safeguarding', 'SEND & Inclusion Briefing for Primary Schools' 'GDPR' and 'Makaton'.

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 school also seeks advice and guidance from relevant local schools and colleagues to review, evaluate and develop provision for pupils who have the most complex needs.

What support from outside does the school use to help my child?

The School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of Support
Educational Psychology Service Our attached Educational Psychologist is: Jo Blanchard	Provides individual psychological assessment, advice (for both parents and the school) and intervention to promote inclusion and to support access to the curriculum.
Speech and Language Therapy Chatterbox is used to support parents, children can be assessed for speech and language therapy.	Initial assessments and targets from SALT are used in our nursery through targeted interventions for children with Speech and Language difficulties.
CAMHS (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.
Children's Occupational Therapy	Occupational therapists are 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.
Children's Physiotherapy	Physiotherapists are trained to assess and provide advice and intervention for children with mobility difficulties.
Croydon Locality SEND Support	Croydon Council's area SENDCO support the school by offering specialist advice in a range of areas. They work with the school and parents to support them to be able to provide the right interventions.
Croydon Early Years SEND Team	Croydon Council's SEND Team support the PVI nurseries by offering specialist training in a range of areas. They work with the PVI nurseries to set out targets for children with statements of Educational need and Education, Health and Care Plans.
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. They work closely with schools and other parts of the Health Service to ensure a child's needs are being met.
Communication Support Services: <ul style="list-style-type: none"> • Visual Impairment Service • Hearing Impairment Service 	Specialist teachers of the visually and hearing-impaired visit Croydon LA schools to: <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	Health visitors are registered nurses with a specialist qualification in community health and health promotion for families and young children. They work in partnership with other agencies specifically health, education and social care to support the wellbeing of the family

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

Children and young people with SEN can become particularly anxious about 'moving on'. In order to support successful transition information is shared between teachers. For children with SEND, detailed information about the child will be shared in order to fully meet the child's needs in their new class.

Children may have opportunities to meet their new teacher towards the end of the Summer Term, in preparation for transition in September. We will contact the School SENCO at your child's new school (wherever possible) and share information about special arrangements and support that have been put in place to support your child to achieve their learning goals. 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 made to share with the children and opportunities for parents and children to their next school to investigate resources and teaching strategies.

For children who are leaving the country, any relevant information will be given to parents regarding your child's achievements. If this is at the end of the school year, parents will receive copies of relevant levels of achievement and the child's school report.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Further information about support and services for pupils and their families can be found in: Croydon Council Local Offer –

https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=RqB_Cxam7BA