



January 2018

## **Atherstone Nursery School and Early Years Teaching Centre SEN/D Information Report** **January 2018**

### ***The kinds of SEN/D that are provided for.***

- We are a mainstream Nursery School.
- We have a disabled toilet and changing facilities.
- Intervention groups are planned and implemented based on children's development.
- Staff are qualified in time to talk<sub>tm</sub> strategies from tier 1 to tier 3
- We have a communication friendly environment.
- Tailored support for each individual child.
- Support is provided for children with a wide variety of additional educational and medical needs, including children with severe and complex needs.

### ***Policies for identifying children and young people with SEN/D and assessing their needs, including the name and contact details of the SEN/DCO (mainstream schools).***

- Pupils are identified as needing extra support or having a Special Educational Need with the use of daily observations, weekly assessments and termly tracking.
- Some children arrive with identified needs and these will be planned for as a part of the induction process and throughout attendance at the School using a multi-disciplinary approach and in full consultation with parents.
- Pupils are identified as requiring extra support or having a Special Educational Need during discussions with parents.
- Progress is monitored through ongoing observations and tracked termly in all seven areas of learning.
- We work in partnership with outside agencies such as Integrated Disability Service, Physiotherapy, Speech and Language Therapy, Educational Psychology and parents to ensure a holistic approach to appropriate support.
- SEN/DCO/Teacher: Sharon Wood. SEN/DCO support; Katrina Wilson, Michaela Abbott.

### ***Arrangements for consulting parents of children with SEN/D and involving them in their child's education.***

- We actively encourage daily conversations with parents.
- All parents are invited to contribute to policy development via newsletters and our notice boards as well as through Governors meetings and stakeholder consultation sessions
- Parent's meetings are invited termly to discuss children's progress.
- Phone calls or emails home can be made if this is preferred.
- Half termly review meetings arranged for children who have an Individual Education Plan and are on the SEN/D register.
- Duplicate documents produced for separated parents if required to ensure full participation opportunities for both.

### ***Arrangements for consulting young people with SEN/D & involving them in their education.***

- Children's interests, likes & dislikes are considered when planning specific activities for a child.
- Children are encouraged to use language (verbal or gesture/ Makaton) to voice their opinions in discussing what they are learning.
- Children are encouraged in family groups, intervention groups, small group support or one to one to give feedback on the activities and reflect upon them. (Using verbal responses and symbols)
- Feedback to pupils is always positive, using language, gesture and symbols.

### ***Arrangements for assessing and reviewing children and young people's progress towards outcomes.***

- Key worker/ parent consultation meetings held termly to share information and discuss children's progress.
- Individual Intervention Plan review meetings held half termly with parents and professionals.
- Information shared during daily informal chats

### ***Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.***

- We carry out home visits for all pupils prior to them commencing Nursery and where children have identified SEN/D we seek advice about specialist equipment or training that may be required. Wherever possible we implement recommendations before the point of induction
- If necessary we will produce a transition booklet for home with photos of key faces and areas to help familiarize the child with the setting.
- Induction days are held prior to starting.
- The induction period will be tailored for individuals according to need.

- We gather information about each child on home visit in order to tailor the environment to their interests.
- When a child moves on to school we will arrange a transition meeting with SEN/DCO and staff of the receiving school, and parents too.

***The approach to teaching children and young people with SEN/D.***

- Our learning environment enables all children to develop, with open ended resources and effective interaction from practitioners with pupils.
- Practitioners have high expectations for every child and the detailed use of assessment data ensures that planning is effectively differentiated to meet the needs of individuals and groups. As a result the progress of pupils with SEN/D is at least as good as that for all other groups and more often than not it is better.
- Where a child has high level needs and adaptations beyond usual differentiation are required we seek the advice of a range of professionals
- Children have a variety of different support during sessions, including family group teaching sessions, ability group teaching sessions, small group or one to one teaching sessions as necessary, as well as independent learning in the continuous provision with support and interaction from highly experienced practitioners and teachers.
- Children are encouraged to learn from interactions with peers.
- Planning is led by children's interests and needs to ensure it is appropriate for all pupils.

***How adaptations are made to the curriculum and the learning environment of children and young people with SEN/D.***

- Planning for the continuous provision, adult led activities and focused intervention groups are differentiated and individualized in response to children's needs.
- Areas in the learning environment are created in direct response to individual children's needs. Support staff are available to assist pupils during necessary activities.
- Where a child has high level needs and adaptations beyond usual differentiation are required we seek the advice of a range of professionals, e.g. health, Integrated Disability Support Service, Speech and Language, specialist Nurse

***The expertise and training of staff to support children and young people with SEN/D, including how specialist expertise will be secured.***

- We have a Speech and Language trained champion.
- Many staff trained to at least Tier 1 in Speech and Language support. Makaton trained staff on site.
- Specialist training undertaken by staff in supporting children with ASD. Staff trained in SEN/d sensory processing difficulties.
- Vast collective experience with a variety of conditions and associated training.
- Staff stay up to date with current legislation.

- We work very closely and have good relationships with associated agencies such as IDS. Specialist expertise will be sought and additional training accessed as necessary according to children's needs.
- Dedicated staff time allocated for working with children who require extra support. CAF trained staff / Early Support trained staff
- Our SEN/DCo takes part in early years networking meetings
- Our SEN/D support has access to SEN/DCo surgeries

***Evaluating the effectiveness of the provision made for children and young people with SEN/D.***

- Half termly reviews are carried out to evaluate progress against specific IIP targets.
- We have a robust monitoring schedule, which includes Governors as well as senior staff, which looks at all aspects of our provision including teaching and learning, planning and assessment.
- External assessment – e.g. we are working towards an Achievement for All Quality mark.
- Decisions for interventions are based upon observations, assessments and conversations with parents.
- The effectiveness of intervention groups and small group or one to one support is assessed termly during the monitoring of all children's progress.
- The effectiveness of the learning environment is also inspected during examination of progress of the children termly.

***How children and young people with SEN/D are enabled to engage in activities available with children in the school who do not have SEN/D.***

- All children are actively encouraged to access the continuous provision together under close supervision of staff and teachers.
- All equipment, activities & resources are risk assessed to minimize risk, according to need
- Trips are risk assessed according to support need as well as legal ratios.
- During lunch or similar activities staff ratios are carefully considered to offer maximum support when needed.
- Our Special Educational Needs policy encompasses the ethos of a truly inclusive setting.

***Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN/D and measures to prevent bullying.***

- Keyworker group time builds strong bonds with both peers and key staff.
- Our policies encompass strategies to deal with behaviour issues and bullying.

- Our curriculum concentrates heavily on maintaining well being and high self esteem in our children. This is measured termly with Leuven scales.
- Direct teaching and modelling takes place where required, for example to provide experience of turn taking, sharing and listening to develop social skills.
- A high emphasis on constructive specific praise to reinforce positive behaviours and support independence. An emphasis on teaching all children building strategies to support independent interaction and learning.

***How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organizations, in meeting children and young people's SEN/D and supporting their families.***

- Staff have yearly refresher training on safeguarding procedures.
- We have effective relationships with support agencies and work closely with family support workers from the Children's Centre.
- Staff are trained in Early Support and CAF and can support families according to their needs.

***Arrangements for handling complaints from parents of children with SEN/D about the provision made at the school.***

- Initial concerns should be shared with the child's Keyworker.
- We have a complaints procedure in place which indicates how parents can escalate the complaint should they so wish.
- Complaints can be directly addressed to the head teacher Miss Amanda King.
- Further details in the complaints procedures policy are available from the School Office and on our website:

[www.atherstonenurseryschool.co.uk](http://www.atherstonenurseryschool.co.uk)

***The Warwickshire local offer for SEND.***

- Further details can be found at:

<http://www.warwickshire.gov.uk/send>

***SENDIAS.***

- Warwickshire SEND Information, Advice and Support Service supports parents and carers of all Warwickshire children with special educational needs and disability (SEND), whether they are of pre-school age, or in a mainstream or special school.

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>