



## St Werburgh's Park Nursery School

### SEND Information Report

**Being a Voice for Children and Giving Children Their Voice. All Children are Valued as Unique Individuals. Building Foundations for Learning Together.**

#### *How do we know if children need extra help with their learning?*

- All members of the class team make careful observations of children's learning and developmental milestones. These are collated into an individual learning diary for each child. The learning diary is available for the parent/carer to review at any opportunity. We also plan set times where parent/carers can come into school and share the learning diary with their child.
- Progress is continually assessed by the class team. It is assessed at key points through the year by the senior management team.
- If children make limited progress then the class teacher will raise concerns with both the child's parent and the Special Educational Needs Coordinator.(SENCO)
- The class teacher will plan specific activities to support your child, whilst continuing to work in liaison with you as the parent/carer and the SENCO.
- If necessary, the SENCO will seek advice from outside professionals to decide if and what extra help your child needs.

#### *Who are the best people to talk to at St Werburgh's Park Nursery school about my child's difficulties with SEND?*

##### **Building Foundations for Learning Together**

- Talk to your child's class teacher or key worker if you have concerns.
- Mandy King is the deputy head and SENCO for the school. She is the strategic lead for special educational needs and disabilities, supporting staff to plan to meet children's individual's needs.
- Liz Jenkins is the Head Teacher. She is responsible for the day to day management of all aspects of the school; this includes the support for children with SEND. She delegates responsibility to the deputy head and class teachers. She is also responsible for keeping the governing body up to date with any issues in the school relating to SEND.
- Rebecca Nelson is the SEND governor. She is responsible for making sure that the necessary support for a child at the school with SEND is in place.

*What are the different types of support available for children with SEND in St Werburghs Park Nursery school?*

**All Children are Valued as Unique Individuals**

- **The class team** is responsible for planning activities and experiences. For your child this would mean:
  - ✓ The class teacher has the highest possible expectation for your child.
  - ✓ All teaching is based on building on what your child already knows, can do and can understand.
  - ✓ The class teacher will continually assess learning and plan to meet possible needs that they identify and support them to make the best possible progress.
  
- **Specific group/individual activities** planned by the teacher or practitioner. For your child this would mean:
  - ✓ An adult playing alongside your child as your child plays using targeted strategies, such as developing turn taking skills.
  - ✓ Planned activity for a small group e.g. counting activity. This could be inside or outside.
  
- **Support from outside professionals** e.g. Speech and language therapist, educational psychologist, play therapist, occupational therapist, paediatrician: For your child this would mean:
  - ✓ The targeted strategies will become more specific as they reflect the advice given from the appropriate professional.
  - ✓ The strategies may be carried out in a 1:1 situation, playing alongside your child or in a planned small group.
  - ✓ These strategies are “different from and additional to” the everyday quality classroom teaching.
  
- **Specific Individual Support:** For your child this would mean:
  - ✓ If your child has been supported through the systems as described above and has been identified as having a specific special educational need, their progress will be reviewed at least annually.
  - ✓ The whole team supporting your child will be part of this review.
  - ✓ At this review, you or the school can request an Education, Health and Care plan.
  - ✓ An EHCP is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.
  - ✓ The EHCP will have long and short term goals for your child.
  - ✓ It will set out what support they need and how they will receive this support.

*How will I know if your staff have appropriate training to support my child?*

**All Children are Valued as Unique Individuals**

- We audit the skills of staff annually.
- This audit is analysed to identify potential gaps in our skills base in relation to the needs we have at our school.
- We also use the audit to match, where possible, the best skill set with the individual needs of children.
- Staff have training in Makaton, supporting children with ASD, supporting children who have experienced family imprisonment, supporting families who have experienced domestic violence, developing speech and language in children, conflict resolution to support positive behaviour development and supporting children with attachment difficulties.
- Staff have previously received training on: intensive interaction training to support children with delayed speech, task analysis training to support staff to plan well for children with complex needs, using visual aids to support children with needs and how to use the language screener to identify and plan for specific needs. We have staff who can create a fully accessible environment for children with complex needs.
- We also have staff who have attended the course “learning language and loving it” to enable us to spread key skills consistently across the setting.
- This year, our School Improvement plan has identified refresher training in using visuals, workstations and use of the sensory room to support children with identified needs.

*How will I know if my child is making progress?*

**Building Foundations for Learning Together**

- All children have a home visit before they begin at St Werburgh’s Nursery School. This is a time when practitioners can observe children and also when parents/carers can share their knowledge of their child.
- All children have three parent consultations during the year. The class team discuss their child’s progress with parents/carers. Parents/carers are also invited to share their views on progress and raise any concerns they may have, regarding progress and milestones.
- Data is collected from all the children three times a year, beginning with a rigorous baseline assessment. The baseline assessment is made using information from parents, previous setting (if appropriate) and parent voice. This data is rigorously moderated by the senior leadership team. Progress data thereafter is measured against the baseline. The senior leadership team draw out any children that may need extra support.
- Teachers also analyse their own data, bringing their findings to the “pupil progress meetings”. They identify strengths and areas of development for their children. They also identify “invisible” learners. This process ensures that we carefully track all learners.
- During the year parents/carers are encouraged to attend parent learning sessions such as supporting your child with maths, SEND changes, positive parenting and first aid. They are also able to attend staff sessions such as using photography with children.

- The EHCP is reviewed three times a year. The progress children are making is compared to the targets set out in the plan. The targets are set by all the people, including professionals that work with the child.

*What support is available for our family and my child's overall well-being?*

**Being a Voice for Children and give Children their Voice.**

- There is a regular family support group running throughout the year for families of children with complex needs.
- Family support includes a Stay and Play weekly drop in and "Learning Together" (for children with complex needs and their families). These groups provide parents with an important time to come together, make supportive networks for themselves and signpost families to further support if needed. Parent volunteers run these groups.
- We have a large number of practitioners across the setting who currently have a paediatric first aid training certificate.
- We also have practitioners who have attended "administration of medication" training.
- In accordance with "Supporting pupils at school with medical conditions", September 2014, we ensure that appropriate staff have adequate training to meet individual needs. The governors have the responsibility to ensure arrangements are in place, for example Epipen training.
- The school has clear procedures on the administration of medicines. A health care plan is written with parents of children who need to take medicine during the school day, for example those who require an asthma inhaler. Each dose given is recorded and shared with parents at the end of the session.
- The nursery school has a clear policy which supports children with the development of positive behaviour skills. This is underpinned by the skilful use of "conflict resolution" by trained staff.
- The school recognises the benefit for learning of regular and consistent attendance at Nursery and is proactive in its approach.

*How will the curriculum be matched to my children's needs?*

**All Children Valued as Unique Individuals**

- Class teachers plan with the class teams weekly.
- Teams plan through careful observation of children's learning and interests.
- They plan a variety of activities to appeal to different learning styles, using both the inside and outside learning environments.
- We use the "Development Matters" document to support the planning of developmentally appropriate activities.
- Class teachers will use group/individual planners to ensure specific needs are met through quality first teaching.
- We follow a process of "Assess, Plan, Do, Review" to continually meet children's individual learning needs. (ref SEND code of practice, Jan 2015)

*How accessible is St Werburgh's Nursery School?*

### **All Children Valued as Unique Individuals and Being a Voice for Children and Giving Children their Voice**

- Our school is accessible to all, including those who use wheel chairs.
- Our school has a clear and detailed “Access Plan” to build on and develop further our setting to ensure inclusivity. Over the next three years further adaptations will happen to the school building.
- We have one disabled toilet and one ambient toilet and changing facilities.
- Careful consideration is given to the planning of learning to enable as much access as possible.
- St Werburgh’s Park Nursery School is set in a diverse community. We always endeavour to incorporate natural opportunities to learn about and capture the experiences of our children and their families.
- We endeavour to have paper communications translated wherever possible.
- We have staff members who speak community languages, e.g. Urdu, Polish, Arabic, Bangla and Punjabi .
- We undertake careful planning when deciding class teams to ensure language support is available to as many children with English as an additional language as possible.
- We want all children to access curriculum opportunities off site, including trips. The class team meets with the parents/carers of a child with specific needs to plan how to make adjustments to ensure accessibility. A risk assessment would be written with the parents/carers if necessary.

### *How does additional funding work?*

#### **Being a Voice for Children and Giving Children their Voice**

- School receives funding for all children, including those with special educational needs and disabilities.
- The school plans how to meet individual needs using this base level funding, including purchasing specialist equipment where necessary.
- We can apply for more funding if a child has “different from and additional to” requirements. The team around the child will make this application. The early years SEN panel will decide the allocation of funding using the “Bristol Universal Descriptors”.
- If a child has needs that are significantly different to what is available to all children (EHCP) additional funding will be allocated. If a child is allocated a “personal budget”, parents have a say in how it is used. The budget must be used to fund the agreed plan.

### *How will you support my child to transfer to future settings?*

**Being a Voice for Children and Giving Children their Voice**

- We arrange to home visit all children before they start at our setting, unless there are extenuating circumstances and the parent/carer does not wish for this visit. Home visits are arranged at the beginning or during the year if a child joins us at a mid point.
- Children joining us are given a transition booklet which explains what to expect and includes photos of the class team.
- If we know a child has SEND or have concerns following the first home visit, we arrange further home visits. This process is decided with the parent/carer and aims to ensure families feel confident and secure about their child joining us.
- When children move to a new setting or move on to the next stage of school, we plan a Transition Programme. This might involve visits from new teachers or visits to the new setting.
- For children with SEND the SENCO of the next setting is invited to the annual review. Targets will be reviewed and consideration will be given to how the next setting can make provision to achieve the child's targets.
- A Transition Programme will also be decided upon at this meeting. This would include visits, photos and information for the parents/carers.

**Building Foundations for Learning Together**

For further information, you may contact any of the following:

- Your child's class teacher/ key worker
- Mandy King: SENCO, Inclusion Lead and Deputy Head
- Liz Jenkins: Head Teacher
- Rebecca Nelson: inclusion and SEND governor
- Supportive Parents service: [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- [www.findabilitybristol.org.uk](http://www.findabilitybristol.org.uk)