

Whitecross Nursery School

Special Educational Needs and Disabilities (SEND) Report

(Linked to Derby City Local Offer)

June 2018

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| Headteacher | Mrs Janet Mitchell |
| Special Educational Needs Coordinator (SENCo) | Mrs Janet Mitchell |
| Lead Professional | Mrs Cathy Britland |
| SEND Teaching Assistant | Miss Nicola Haslam |
| Governor with responsibility for SEND | Mrs Su Wall |
| Contact details: Address | Whitecross Nursery School Watson Street Derby DE1 3PJ |
| E-mail (admin) | admin@whitecross.derby.sch.uk |
| E-mail (SENCo) | head@whitecross.derby.sch.uk |
| Telephone | 01332 371876 |
| Local Offer Webpage Link | www.derby.gov.uk/sendlocaloffer |
| Age Range | 3-4 years |
| Funding | Derby City Council – Local Authority |

School Statement of Intent

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

What is SEND?

SEND stands for Special Educational Needs and/or Disability

The Code Of Practice 2014 states that:

“A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children or young people”.

Many children will have special educational needs of some kind during their education. Nursery and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in the setting.

Every Teacher is a teacher of every child including those with SEND.

SEND Needs:

Children and young people's SEND 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 Whitecross Nursery School:

| Type of SEND for which provision is made at the school | Type of provision |
|--|--|
| Communication and Interaction Needs: e.g. <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs | Speaking, Listening and Communication opportunities developed across the curriculum 1:1 support/small group support Use of visual timetable, signing, symbols/photographs Use of ICT Adult support for interactions with peers Speech and Language Therapy and Specialist support service involvement Setting of individual targets One page profiles Specialised resources e.g. PECs, Wellcomm screening Sitting at the front of a group/close to an adult Shortened sessions Educational Healthcare Plan (EHCP) |
| Cognition and Learning Needs: e.g. <ul style="list-style-type: none"> • Moderate Learning Difficulties | Differentiated planning Enhanced learning environment Increased modelling and scaffolding 1:1 support Small group work Setting of individual targets One page profile Specialised resources e.g. visual timetable, symbols, signs Involvement of other agencies including Educational Psychologist Educational Healthcare Plan (EHCP) |
| Social, emotional and mental health | Whole school policy on 'Personal, Social and Health Education and Citizenship' Consistent expectations Behavioural Plans 1:1 support Small group work Support of Early Intervention Team/Specialist support. Setting of individual targets One page profile |

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|--|--|
| | Educational Healthcare Plan (EHCP) |
| <p>Sensory and/or physical needs</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs | <p>Dough Disco</p> <p>Musical Gems</p> <p>Physical Literacy</p> <p>Little Big Maths</p> <p>1:1 support</p> <p>Use of specialised resources e.g. walking frame, pencil grips/enlarged resources.</p> <p>Dietary needs are supported.</p> <p>Medical needs and training for administration of prescribed medicines and the use of specialised equipment/aids etc.</p> <p>Individual Healthcare Plan and/or Allergy Action Plan ('Guidance on the use of Adrenaline Auto-Injectors in School') Department for Health 2017</p> <p>Accessible environment on one level</p> <p>Specialist support teacher service involvement</p> <p>Therapist involvement and programme.</p> <p>Setting of individual targets</p> <p>One page profile</p> <p>Educational Healthcare Plan (EHCP)</p> |

(As of March 2018, we have 7 children receiving some form of SEND Support.)

We hope the following Questions and Answers will help you understand how we support children with SEND at Whitecross 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 SENCO works closely with the nursery teachers and all teaching assistants to share initial concerns.

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
- 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

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

For some children a more in depth individual assessment may be undertaken by the school, for example by using the 'Speech Sound Screen' and/or the 'Wellcomm Toolkit' to assess children with Speech and Language concerns.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put provision in place. We have a graduated approach to SEND support which follows a cycle of **'Assess, Plan, Review, Do'**.

- **Assess** – The child will be assessed – this may involve outside agencies
- **Plan** – If the school feels it is appropriate to provide the child with SEND support, the nature of the support will be discussed with parents/carers and staff
- **Do** – Interventions/support will be delivered
- **Review** – The effectiveness of the intervention/support will be reviewed regularly

The school works very closely with a range of other agencies that also provide relevant assessment information, including the Educational Psychology Services.

After a review, a decision may be made that a more formal assessment is required, leading to an Education Health Care Plan (EHCP). Parents will be fully involved in this process.

The role of the SENCo is to support the staff in the identification of children with special educational needs or disability. In addition, the SENCo 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/carers of children with special educational needs or disabilities in the education of their child. (This section is also appropriate for children who are looked after by the Local Authority – Corporate Parent)*

- As stated in our Admission Policy, children with SEND and/or LAC will be given priority over other children for a place at our nursery. Where spaces allow we can offer a small number of sessions e.g. 2/3 per week, prior to the term in which the child would usually be due to start.
- Prior to their children starting nursery, parents/carers have opportunities to discuss their child's needs on occasions such as; an open morning, a visit to look around the school, an evening meeting led by the head teacher and attended by staff/governors and a planned visit to the nursery for the parent and child.
- For children already identified with SEND, home visits are arranged prior to the children being admitted into our school.
- For children already identified with SEND a meeting will be arranged for parents/carers and other professionals already involved with the child to enable timely preparation for when the child starts nursery.
- We will share information with you about parent/carer support groups
- All parents/carers have the opportunity to come to school for special occasions, for example, presentations by the children at Christmas, Easter and summer and to take part in environmental walks/visits to places of interest in our local community.
- All children's parents/carers are invited to school to share their child's 'Learning Journey' with the keyworker once per term. Parents/carers whose children have special educational needs or disabilities are invited to review progress and plan new

targets every 6-8 weeks. Parents/carers are invited to statutory review meetings, which include all professionals working with the child.

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

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

- Prior to the child starting nursery, parents are asked to complete a 'Voice of the child' form with their child, asking for their opinion on what they like, dislike and what they want to do when they start nursery.
- As part of the 'review' process we collect and record the views of the child at an age appropriate level within their 'Learning Stories'.
- If children are not able to give their views these will be sought by other means such as through a child's gestures, interests, likes and dislikes.

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

We recognise that transition from home to school or from nursery to school can be a difficult time for all children as well as children with SEND. We therefore take the following steps to ensure any transition is as smooth as possible:

- Visits by our staff to children in their current placement if already attending a pre-school setting
- Meeting with parents and any other agencies involved with the child prior to their starting nursery, so that any resources/training can be accessed ready for the child on arrival
- Open morning and opportunities to look around our school with their parents
- New Parents meeting and home visits prior to starting nursery
- 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 visits by staff/SENDCo from feeder Infant and Primary schools so that they can meet and see the children in a setting in which they are confident and to discuss each child's specific needs with their keyworker
- We take some children on transitional visits to their feeder school with support staff where necessary
- We make resources such as photograph books so that children become familiar with their new school and staff
- All records about your child are passed on to the receiving school

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

We are a fully inclusive school with the highest possible expectations for your child and all the children in our care. We are committed to giving your child every opportunity to achieve and take reasonable action to ensure that your child can access all learning opportunities.

We do this by offering a broad curriculum that is differentiated by the Key Person and Lead Professional as appropriate to support the specific needs of your child.

- We may adapt planning, resources or staffing to meet individual needs (see the table above)
- We use a variety of teaching styles to cater for different learning styles to allow children with SEND to access the curriculum
- We will set appropriate targets according to your child's needs, staff work together to give the support and targets are reviewed with you every 6-8 weeks.
- We will make any necessary referrals for assessment and help as appropriate.
- Strategies which may have been suggested by other professionals working with your child will be put in place to help support your child to learn
- We will discuss any concerns with parents on a regular basis

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

- At Whitecross Nursery School we have an experienced SENDCo and Lead Professional who access relevant training.
- 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 and are paid for centrally by LA/Health Service (website: www.derby.gov.uk/sendlocaloffer) and may include Speech and Language Therapy, Advisory Teachers for Visual Impairment (VI), Hearing Impairment(HI), Physical Impairment(PI) and Autistic Spectrum Disorder(ASD), Behaviour Support Service, Physiotherapy Service, Occupational Therapy and Social Care.
- There are also some voluntary organisations who can offer support e.g. Umbrella, Disability Direct.
- The services of an Educational Psychologist are bought in annually by our school. She will observe/assess the child, followed by meeting with the parent/carer to feedback after the assessment has been completed. She 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)?*

There is an ongoing Professional Development Programme which involves reviewing our provision, policy and staff training, according to the needs of our annual intake of children.

- Our SENDCo is the Head teacher and therefore holds Qualified Teacher Status.
- Our Lead Professional role is carried out by a very experienced Teaching Assistant who has received training in the following areas: 'Working with the Parents of Children with SEN', 'Keys to Inclusion', Sensory Training, 'Supporting Learners with Therapy Needs', 'Supporting Early Language Development', 'Speech and Language Disorders in Children', Using Symbols in the Early Years Setting, First Aid with regular updates and training for any specific medical needs.
All staff are trained in Paediatric First Aid on a rolling programme and our Lead first Aider is trained in Emergency First Aid in the Workplace.

- Our Lead Professional is an ‘Autistic Champion’ who attends regular training sessions
- We access training delivered by the Local Authority, sessions at ‘The Hub’ (the programme for which is planned by a group of Nursery School Headteachers to meet the present needs of the schools) and occasionally training offered by other Local Authorities.
- Our Lead Professional attends Local Authority and Early Years Network Meetings to keep abreast of national and local updates.

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 Whitecross Nursery School.

Progress is reviewed at regular intervals during the year, enabling us to make judgements about the rates of progress made by all children including our SEND children.

When deemed necessary we can refer a child for an Educational Healthcare Assessment and parents can also request this.

If your child has an EHCP, progress against their targets will be reviewed at least half termly, discussed with parents and other professionals where appropriate, and new targets set.

The progress of children with an EHCP is reviewed formally at an annual review.

For children who are having ‘universal’ or ‘targeted’ support, their progress as a result of any interventions will be reviewed on a regular basis. This will help determine whether the intervention has been successful and to plan for any revisiting or refining of future interventions.

This four part cycle (Assess, Plan, Do, Review) is monitored by the senior leadership team and the SEN Governor who then feeds back to the Full Governing Body.

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.*

Our school has a ‘Complaints Policy’ which can be found on our website.

If a parent wishes to discuss a concern, they should talk to the child’s keyworker in the first instance. If they are not satisfied then an appointment would be made to speak to the SENCo / 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

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
- Venues for visits are carefully chosen to ensure that children with SEND can play as full a part as possible and reasonable adjustments will be made to support this (“The Equality Act 2010 and Schools” DfE May 2014)

- Consent is requested from parents when visits are made off the school site
- A full risk assessment will be carried out
- The involvement of additional adults may be necessary
- It may be necessary to take mobility aids

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.
- When required we have installed frames in the toilet cubicle to meet the needs of disabled children.
- We have a room 'The Star Room' with elements of a sensory room which can be used on a 1:1 basis as well as by other professionals working with children with SEND.
- The outside areas around the school are secure.
- Visual timetables and symbols are available throughout the nursery to aid communication and understanding.
- Click here for a link to our 'Accessibility Plan' and 'School Equality Statement'.

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 Whitecross to provide a happy safe and caring environment.
- Should you have concerns regarding your child's general wellbeing, we will monitor your child and provide support with their emotional well-being and development. This may involve liaising and referring your child to outside agencies such as the Health Service and/or specialist educational services who can offer wider support.
- During your child's first half term they will be assessed using the 'Process Oriented Monitoring System' (POMS) to assess their wellbeing and involvement in our nursery
- Additional support will be offered to children depending upon the results of the POMS assessment. This can include working on turn-taking, confidence building and raising self-esteem.

SEND children with medical needs:

- Some children with a particular medical need will have an Individual Healthcare Plan and/or an Allergy Action Plan in place. 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.
- Staff have updates on individual children when appropriate.
- For further information see our school policy 'Supporting Pupils with Medical Needs'.

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

- SEND at Whitecross Nursery School is funded through the normal school budget. An element of the budget consists of funding for 38hrs per week, for our Lead Professional and SEND TA. They are employed primarily to support children with special educational needs. The amount of support per child will differ according to their needs. A child's needs may also differ as their year with us progresses.
- Children who are underachieving and failing to meet targets have interventions that support them with development in and out of the setting. This is known as 'Universal Support'.
- Children are moved onto 'Targeted Support', when despite additional interventions they are still not making expected progress and meeting their targets.
- Children with more complex needs who may also require support from outside agencies would be classified as having 'Specialised Support'.

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

- These decisions are made in consultation with the SENDCo, keyworkers, the Lead Professional and parents/carers. 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
Information about Whitecross Nursery School is available through the Local Offer.

16. *Who can I contact for further information*

Headteacher / SENCo – Mrs Janet Mitchell
Telephone – 01332 371876
E-mail – head@whitecross.derby.sch.uk

17. *Linked documents on the school's website include:*

- Complaints Policy
- Ant-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Accessibility Plan
- School Equality Statement
- Admission Policy

- Supporting Pupils with Medical Needs Policy