

Special Educational Needs and Disability[SEND] Report for parents and carers 2015-2016

Staffing

Headteacher Mary Prest

Special Educational Needs and Disability Coordinator [SENDCO] Alison Butterworth

SEN Governor Vanda Wright

SEN 1:1 Support practitioners Sue Davis, Aise Mola, Rochelle Freestone

Family support worker Amanda Pales [Fridays] Sep 2015 – April 2016

At Nottingham Nursery School & Training Centre, we are committed to the equal inclusion of all pupils in all areas of nursery school life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English [EAL]. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

What does SEND mean?

SEN could mean that a child has difficulties with:

- all of the activities on offer in school
- understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves; or

- some kind of sensory or physical needs which may affect them in school.

SEND Code of Practice 2015

There is a SEN code of practice which came into force September 2015

In brief it is known as S.E.N.D [special educational needs and disability] rather than S.E.N.

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

Instead of a SEN statement or learning difficulty assessment [LDA] there is an Education , Health and Care plan [E.H.C] for children and young adults 0 -25 year olds with complex needs. Children / young adults with an EHC may opt to hold a personal budget to buy in support that has been identified.

For children with less complex needs there is no longer two categories of need – Early Years Action and Early Years Action Plus. This is merged into one category for children needing extra specialist support called SEN support.

At Nottingham Nursery School children with SEN or disabilities will have their needs met within mainstream nursery. We work together to provide caring and high quality teaching that is differentiated for individual pupils. We work closely with parents, carers and families for the child’s best interests. We will continue our emphasis on early identification, assessment and intervention for children with additional needs.

Accessibility

The Nottingham Nursery School & Training Centre is fully accessible, both inside and outside, for those requiring wheel chair access or walking aids [width of doors, ramps, lack of steps, lift to first floor, toilet facilities]. There is a hearing loop within the reception area and classrooms. One of our staff is proficient in British Sign Language and all classroom practitioners use Makaton signing when appropriate.

Environment

The nursery is a new building, opened in September 2008 serving 98 children and their families. Children belong to groups according to their age - “Cheeky Monkeys” for 2 year olds, “Lions” and “Pandas” for young 3 year olds and three mixed groups for 3 / 4 year olds “Kangaroos” , “Elephants”, and “Rainbows”. Each group has a key person who takes main

responsibility for the care, well-being and learning. Children with additional needs may have an extra identified adult within that group to support them at group times +/- during free flow [when children move freely inside and outside making their own choices.]

Policies

Please see our website www.nottinghamnurseryschool.co.uk to access our nursery policies on special needs, disability, behaviour, safeguarding.

Policy into practice

Some children with special or additional needs have already been identified by health teams such as health visitors, G.P'S, Paediatricians or portage before they start at the nursery school. Other children's needs become more apparent once they have been with us for a few weeks or longer.

The SENDCO, teachers and early years practitioners are experienced and knowledgeable about child development and learning. The staff will be observing all children [looking, listening and making some notes] as they interact with them every day to make sure every child is developing , learning and making progress in all areas e.g socially, speaking and listening and physically as well as more formal learning.

The senior practitioner for the two year olds[Amanda Aram] will complete a 2 year old development check for all the two year olds and discuss these with parents and carers.

At the end of each term – Autumn, Spring and Summer – the teachers and seniors will assess and track each child to see what progress has been made. The SENCO and head teacher look at these results carefully.

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If any child is significantly falling behind their peers [or indeed making accelerated progress] we will look for the best appropriate next step. This could include some or all of the following -

- Meetings with parents
- Further observations from Senco and staff
- Some differentiation e.g more visual clues, different questioning, developing certain vocabulary, more direction and support

- Weekly intervention groups with other children using movement or music, active play and games to help with language, social and emotional skills, physical development, maths etc
- If necessary and always in consultation with parents we might look to outside agencies for support such as Speech and Language therapists, Community Health workers, Educational Psychologist, Inclusive Education team.

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the learning environment, activities and materials they give to each child and the way that they teach. This is so that all teachers and support staff consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different approaches in order to help them succeed, and this may include other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN

Some children will require extra 1:1 support and if this is the case we will apply to Nottingham City council for extra funding [Inclusion support grant ISG for 2yr olds or Higher Level Needs HLN grant for older children]

Parents/ carers will have the opportunity for regular updates and a sharing of information between home, nursery and outside agencies such as health visitor or a member of staff from the Inclusive Education Team, speech and language therapist [SALT]. These are called CAFs [Common Assessment Framework], or TACs [Team Around the Child]. It is a time to review what is going well, what areas may need to be worked on and developed and also to set targets for the professionals and parents to work together for the child concerned.

The Special Educational Needs and Disability Co-ordinator (Sendco or Senco)

The Senco/Sendo is – Alison Butterworth [deputy]

The Senco has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The Senco provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The Senco works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The Senco works with the staff and governing body to determine the strategic development of SEN policy and provision in the school in order to raise the achievement of all children with SEN.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should talk to the SENCO (Headteacher), or teachers straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENCO will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teachers or head teacher or any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Nottingham Information and Advice service or from national or local voluntary organisations.

Nottingham city and Nottinghamshire Parent Partnership service

email : enquiries@ppsnotts.org.uk tel no : 0115 948 2888

OFSTED May 2015

“Support for disabled children and those who have special educational needs is extremely good. These children are given the time and careful support that they need, so that they, too, make outstanding progress in their learning. Children with autistic spectrum disorders also flourish in the Nursery setting.”

“Disabled children and those who have special educational needs make outstandingly good progress in line with other children, because their needs are met outstandingly well. The most exceptional progress made by these children is in technological skills and understanding, number and writing. This reflects the strong emphasis placed upon these areas of learning by the school. “

Training and courses

HLN updates

SEND Conference about emotional resilience and self esteem for children with SEN

AET [autism education trust] training

positive handling skills and de-escalation management [all school staff]

2 day Makaton training [all school and office staff]

Jargon Buster

AET	autism education trust
ASD	autism spectrum disorder
ADHD	attention deficit hyperactivity disorder
CAF	common assessment framework
CoP	Special needs code of practice

EAL English as an additional language
EHCP education, health and care plans
EP educational psychologist
EYFS early years foundation stage
EYP early years practitioner
HLN higher level needs
IES inclusive education support
ISG inclusion support grant
SALT speech and language therapy
SEND special educational needs and disability
SENDCO special educational needs and disability coordinator
TAC team around the child
TAS team around the school
For any further information please contact

Alison Butterworth SENDCO/ Deputy

Mary Prest Headteacher

0115 9169090