

# Support for Children with Special Educational Needs and Disability (SEN Report) 2018 / 2019

Schools are required to publish a Special Educational Needs and Disability (SEND) Information Report. Please find details of ours below:

1. Hindley Nursery School is an inclusive school, we welcome all children and families irrespective of any additional needs they may have. Within our nursery we have a resourced provision to support two children with physical or complex medical needs. We will work with other agencies and professionals to ensure we have the necessary skills and resources to meet each child's learning and development needs.

2. Our Special Educational Needs and Disability (SEND) Policy sets out how we identify, assess and plan to meet the needs of children identified as not making sufficient progress or as having additional needs (with or without a diagnosis). Some children who attend our nursery will have had additional needs identified at birth or by a Health Visitor and/or are in the process of getting a diagnosis. Other children may join our two year old provision and their needs are picked up at the 2 year old integrated check (Nursery and Health Visitor joint assessment). In our 3 year old provision, parents are invited to discuss any concerns they have regarding their child's development at home visits, inspire sessions and during new parents' meetings. As we may be the first educational setting accessed by the child and family, it is also likely that additional needs may be identified by Nursery staff. The person with responsibility for the co-ordination of provision to support children with Special Educational Needs and Disability, also referred to as our **SEND Co-ordinator**, is **Christine Emmett**. Parents wishing to find out more about SEND provision at Hindley Nursery School are actively invited to speak to Rachel Lewis (Head teacher) or Christine Emmett (Deputy Head Teacher and SENCo)

3. When we identify that a child may have barriers to learning or additional needs parents / carers will be invited to a consultation meeting with their child's Key Worker and the Nursery SEND Co-ordinator to agree a plan of action that will be focused on supporting the child to make progress in the areas of concern. This plan will include differentiated learning in the form

of an intervention (group or individual), SEND Support Plan and where appropriate, a referral to an outside agency.

4. We will also make arrangements to consult with children in order to ensure that their views are taken into account. Given the age of the children in Nursery, this consultation may take the form of observations focused on the identification of the kinds of activities that interest the child.

5. Arrangements for assessing and reviewing children's progress towards outcomes, will be planned at appropriate intervals. Alongside the children's regular observations and assessments, targets on the children's support plans will be reviewed around 6 weeks, depending on the nature of the target. Data analysis and consultation with parents enables us to evaluate the effectiveness of our SEND provision (see section 10).

6. Transition arrangements will be planned well in advance for children with SEND moving from another Nursery or Childcare setting and for those children moving from Hindley Nursery School to Primary School. This will usually involve face to face meetings between current and welcoming settings, parents and any other professionals involved. All attendees are invited to contribute to the SEND Passport which contains details about the child and their unique needs. This document is then sent with the family and new setting.

7. As an inclusive school it is important to us that children with SEND are enabled to access activities available to and with children without SEND. There are a number of ways in which we support children with additional needs at Hindley Nursery School, such as:

- Interventions – individual & small group
- Wellbeing Groups
- Learning to Learn – sensory & physical
- Resourced placement
- Use of small steps trackers
- Use of PECS, sing-a-long, ELKLAN

8. Hindley Nursery School is a modern, purpose built Nursery building and as such is fully accessible. Where required, adaptations will be made to the curriculum or learning environment in order to ensure that children with SEND are fully included.

9. Staff access training in response to children's identified needs. The school also has access to and makes regular use of referral routes for a number of agencies to support children and their families; LA Early Learning & Childcare Team, OT, PT and Speech and Language Therapy Services. Use of these external referral pathways can be triggered by a number of concerns, these can include;

- a. parent/carers concerns
- b. if the child is making little or no progress despite differentiated class teaching approaches that have given targeted support
- c. if the child continues to work at levels below those of other children of a similar age
- d. if a child presents emotional/behavioural/communication concerns or has physical/sensory needs, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

10. We adopt the LA model of Graduated Approach to Supporting Children with Additional needs and use the 'plan, do and review' cycle when assessing the children.

11. Evaluation of the effectiveness of the provision made for children and young people with SEND takes place through the regular reviews of their Individual Education Plan and the termly progress monitoring that takes place for all children. Additional information about the progress of children with SEND is gained through the use of a 'small steps tracker'. Children at Hindley Nursery School who have SEND are supported to make good progress relative to their starting points:

- In 2018 - 19 the range of children with SEND included those with; with Speech and Language Delay, Global Delay, ASC, sensory processing disorder, physical and medical needs.
- The learning and development of children with additional needs is targeted and documented in a 'Support Plan' within which targets for the next steps in their learning are set.
- Support plan reviews evidence the impact of the school on supporting these children to achieve the targets set for their learning and development and to make good progress during the year.

12. All schools are required to produce a Disability Access Plan which states how the additional needs of children, parents, staff and governors will be met. Ours can be found on the Key Information page.

## **Complaints Procedure**

If a parent feels that the school has not met their child's educational needs, they should:

- discuss their concerns with the class teacher
- consult with the SENDCO if their concerns continue
- consult with the Headteacher/SEN governor
- follow the school Complaints Procedure