

Lord Street Community Nursery School and Preschool
Special Educational Needs and Disabilities
(SEND) Report

(Linked to Derby City Local Offer)

January 2015

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Special Educational Needs Coordinator (SENCo)	Mrs Jan Bognar
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Telephone	01332 349363
Local Offer Webpage Link	http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/
Age Range	3-4 years Nursery 2 years Preschool
Funding	Derby City Council – Local Authority

Lord Street Community Nursery School is a mainstream nursery school with enhanced resource provision for children with special educational needs or disabilities. This means that we have additional staff and resources already in place in nursery so that children whose needs have been identified prior to nursery can attend without the need for an Education, Health and Care Plan (EHCP) or top up hours (provided a place is available). At present we have 4 additional staff working with our ERS children.

School Statement of Intent

At Lord Street we value the abilities and achievements of all children, and are committed to providing, for each child, the best possible learning environment. We endeavour to make every effort to achieve maximum inclusion for all our children whilst meeting their individual needs. Our inclusive approach recognises the entitlement of all children to a balanced, broadly based curriculum. Every teacher is a teacher of every child including those with SEND.

SEND Needs:

We identify children with SEND as those who have difficulties which are significantly greater than other children of the same age.

We define the areas of difficulty as those identified by the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The following table identifies the types of SEND and examples of the type of provision offered at Lord Street Community Nursery and Pre School:

Type of SEND for which provision is made at the nursery school	Type of provision
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs / Disorders • Speech Disorders 	<p>A language rich environment with speaking, listening and communication opportunities developed across all areas of the EYFS curriculum</p> <ul style="list-style-type: none"> -Opportunities for small group work, paired working and/or 1:1 support where necessary -Use of visual timetables and/or individual schedules -Use of signing, symbols/photographs or objects of reference to support comprehension -Adult support and modelling to encourage interactions between peers -Speech and Language Therapy and/or Specialist Teacher support -Setting of individual targets or SEND individual plans -One page profiles to express the child's view -Specialised resources e.g. PECs, Wellcomm screening, Colourful Semantics -Small steps profile -Part sound proofed 'quiet' room for 1:1 or group work -Sensory room
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> -Differentiated planning -Enhanced learning environment -Increased modelling and scaffolding -Opportunities for small group work, paired working and/or 1:1 support where necessary

	<ul style="list-style-type: none"> -SEND individual plans -One page profile -Specialised resources e.g. visual timetable, symbols, signs -Involvement of other agencies including Educational Psychologist -Small steps profile -Quiet area for withdrawal -Sensory room
<p>Social, Emotional and Mental Health Needs</p>	<ul style="list-style-type: none"> -Personal, Social and Emotional (PSE) policy -Behaviour and Anti Bullying Policy with strategies to promote positive behaviour -FSW and SENCO are trained THRIVE practitioners and the THRIVE approach is being embedded in nursery -Consistent expectations -Behavioural Plans -Opportunities for small group work, paired working and 1:1 support where necessary -Support from outside agencies including Educational Psychologist -Setting of individual targets or SEND individual plans -One page profiles to capture the child's view
<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 	<ul style="list-style-type: none"> -Use of personalised resources and dedicated equipment eg walking frame, sound system -Staff aware of implications of impairment. If a child is admitted with a condition we have not experienced before, we would seek advice from specialists -Dough Disco -Physical Literacy -1:1 support, paired or small group work -Specialist support teacher service involvement

	<ul style="list-style-type: none">-Therapist involvement and programme.-Setting of individual targets or SEND individual plans-One page profile-Small steps profile-Sensory room
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We hope the following Questions and Answers will help you understand how we support children with SEND at Lord Street Community Nursery School

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 and from our pre school

- Information from other services/professionals and in particular from the LA Early Intervention Team
- 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.
- Monitoring and tracking individual children's progress over time
- THRIVE whole class or individual screening

The SENCO maintains a provision map and monitoring forms for children identified through the above procedures with dates set to review progress. 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.

The school has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review'.

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

After a review, a decision could be made that a more formal assessment is required, leading to an Education, Health and 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. The SENCO oversees the day-to-day implementation of the school's SEND policies and practices, ensuring good liaison with parents and outside agencies. In addition our SENCO is responsible

for our Enhanced Resource Provision working closely with a team of nursery nurses to assess, plan, teach and review children who have diagnosis of SEND.

How we involve parents of children with special educational needs or disabilities in the education of their child.

- Before children start nursery we have an Open Day where parents/guardians have opportunities to discuss their child's needs and look around the school.
- Children already identified with SEND are invited to our Open Days and may also visit at other times prior to them being admitted into our school.
- All parents/guardians have the opportunity to come to school for special occasions, for example 'sing a long' sessions at Christmas and the end of term. We hold open days on a termly basis where all parents/guardians are encouraged to stay and play alongside their children. During the year we hold 'Coffee and Chat' or 'Tea for Twos' meetings for parents/guardians in our Garden Room where we can share information and get to know parents better.
- All parents/guardians are invited to school to share their child's progress and 'Learning Story' with a key worker from their family group. Parents whose children have special educational needs or disabilities are invited to review progress and plan new targets every 6-8 weeks. Parents are invited to statutory review meetings, which include all professionals working with the child.
- The school operates an 'Open Door' policy so that parents/guardians can talk to staff on a daily basis.

The arrangements for consulting children with special educational needs or disabilities about, and involving them in, their education. As part of the 'review' process we collect and record the views of the child at an age appropriate level. Staff complete a 'one page profile' for children identified with a special educational need or disability which outlines the types of things that make them happy and how they would like to be supported. All children have their own 'learning story' which includes pieces of work and photographs of significant encounters and experiences during their time at nursery.

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

Children who attend our preschool do regular transition visits into nursery and there is close liaison between staff.

We organise open days and provide opportunities for children and their parents/guardians to look around the school.

We have a staggered intake, which is determined by the child's needs.

We have specific transition meetings and visits from staff from feeder schools which involves handing over information and discussing individual needs. We encourage new staff to come to school to meet the children in our setting prior to transition.

We take children with special educational needs or disabilities on transitional visits to their feeder school with support staff.

We make resources such as photograph books so that children become familiar with their new school and staff. We also have some school uniforms and school bags which the children can use for dressing up and role play.

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

After identification of SEND, targets are set which are monitored closely by the SENCO. The targets are linked to the primary area of need (PAN) for each child. The learning programme is discussed with parents/guardians and ways to support at home are also discussed. Key workers have monitoring files for each child which include target mapping forms to track and evidence the children's progress.

We are committed to giving your child every opportunity to achieve. We do this by offering a broad curriculum that can be differentiated for each child. Additional staff are available to support children with additional needs either 1:1, in a pair or as part of a small group depending on the needs of the child and their particular targets. For example, a child with a speech and language programme may have some specific 1:1 withdrawal times while targets to develop social skills would require some small group sessions or paired work.

We are a fully inclusive school that takes reasonable action to ensure that your child is able to access all learning opportunities. For example we often use visual timetables and symbols to aid communication and understanding. There have been some adjustments to the building to meet the needs of disabled children, such as two toilets with wider door access and hand rails as well as a designated changing room with electronic changing bed.

We have a well-equipped sensory room which is timetabled and used regularly by the staff with children. Equipment is used flexibly to help achieve learning targets such as visual tracking, listening and attention, turn taking and expressive language.

We work closely with professionals from other agencies, for example when targets from speech and language therapy or physiotherapy are reviewed by these specialists they contribute to the overall target setting process.

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

At Lord Street Community Nursery School we have an experienced SENCO and team of SEND nursery nurses. They have experience of working with children with a wide range of SEND and access relevant training.

At times it is necessary to consult with outside services to receive their more specialised expertise. These are signposted by the Derby City local offer (see website) and may include Speech and Language Therapy, Advisory Teachers, Health Professionals, Occupational Therapy, Physiotherapy and Social Care.

The governors spending decisions include the buying of Educational Psychology support on an annual basis. The Educational Psychologist will observe/assess the child, followed by meeting with the parent/guardian to feed back after the assessment has been completed. She will offer advice to the school and parent / guardian on how to best support the child in order to take their learning forward.

What training have the staff supporting children and young people with SEND had (or are having)?

Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children. If a child was to be admitted with a condition we have not seen before, we would seek advice from specialists.

Our SENCO is part of the Senior Leadership Team, she holds Qualified Teacher Status and is very experienced in teaching children with a wide range of additional needs.

Our SEND nursery nurses are experienced in working with children with SEND. They are all Portage trained and have undertaken additional courses including working with children on the Autistic Spectrum, Speech and Language Delays/Disorders and in using signs and symbols.

All staff working with our ERS children are experienced using PECs, visual timetables and individual schedules. Our SENCO and Family Support Worker are both registered Thrive practitioners.

We access training delivered by the Local Authority and attend National Conferences. Staff also attend sessions at 'The Hub' (the programme for which is planned by a group of Nursery School Head teachers to meet the present needs of the schools); and occasionally access training offered by other Local Authorities

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 Lord Street Community Nursery School. Through the data collected by the whole school we are able to look at the progress made by our SEND children and make judgements about the rate of progress. This is monitored by the Senior Management Team, Head teacher and Governors. The progress of children with more complex needs are also tracked using a Small Steps profile which breaks down the EYFS curriculum into smaller steps.

Reviews of targets indicate the progress being made and any further targets needed; these are discussed as appropriate with parents / guardians and other professionals.

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.

If a parent /guardian wishes to discuss a concern, they would talk to the child's key worker in the first instance. If they are not satisfied then an appointment would be made to speak to the SENCO and or Head teacher. 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 would be investigated. Refer to the school's complaints policy, a copy of which is available in school.

Parents / guardians are able to contact the LA "Information and Advice Service" for support.

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.
- Consent is requested from parents when visits are made off the school site.
- A full risk assessment will be carried out and procedures put in place to ensure that your child can participate.
- The involvement of additional adults may be necessary
- It may be necessary to take mobility aids.
- The venues are carefully chosen to ensure that all children can access the visit and benefit from it.

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.
We have installed a wide door and grab rails to two toilet cubicles (one each end of nursery) and have a designated changing room with an electronic changing bed to meet the needs of disabled children.
- We have a well-equipped sensory room which can be used on a 1:1 or small group basis as well as by other professionals working with children with SEND.
- The outside areas around the school are secure.
- Access to the outside play area via two doors have been modified to allow smooth access by wheelchairs or walking frames.
- Visual timetables and symbols are available in the nursery to aid communication and understanding.

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 Lord Street to provide a happy safe and caring environment.
- This year we are working to embed the Thrive approach into nursery which puts the children's emotional and social development, behaviour and learning at the forefront of our work. Additional support is offered to children with identified emotional and social development needs. This may include working in small groups on turn-taking, confidence building and raising self-esteem or the completion of an individual Thrive assessment where specific strategies can be followed via an action plan to support the child.
- The emotional wellbeing of your child is extremely important to us and our staff will provide support to both you and your child. We have our own FSW who can support families at times of need, she has drop in sessions at nursery, will visit homes and can accompany families to appointments.

SEND children with medical needs:

- If a child has a particular medical need then a detailed Care Plan will be provided by a medical professional. 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 / guardians, 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. We have a separate policy for supporting children with medical needs.
- All staff have paediatric first aid training.

Local Authority Local Offer

The local offer is available through

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

Information about Lord Street Community Nursery School is available through the Local Offer.

Who can I contact for further information?

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