

## WOLDINGHAM NURSERY CLASS

### SEND Information Report

We aim to:

- Provide a secure a welcoming environment for children and their families, where children enjoy playing and learning together.
- Set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our nursery community.
- Treat each child as an individual and make his/her first experience of school as happy and as stimulating as possible.
- Encourage parents to see themselves as partners in their child’s learning, who have a unique understanding of their child and who have a vital role to play in their child’s development.
- Provide experiences that build on the child’s natural learning process and on the knowledge and skills he/she brings with him/her to nursery school.
- Foster an ethos of respect for the culture, background and beliefs of all our families.

QUESTIONS	RESPONSE
The kind of SEND that is provided for	<p>We are a privately run, inclusive nursery school that fully complies with the requirements outlined in the Special Needs Code of Practice (2015). Staff have experience in supporting children who may have difficulties with:</p> <ul style="list-style-type: none"> <li>- Cognition and Learning</li> <li>- Communication and Interaction</li> <li>- Social, Emotional and Mental Health</li> <li>- Sensory and Physical</li> <li>- We make reasonable adjustments to our practice so as to comply with the Equality Act (2010)</li> </ul>
Policies for Identifying children with SEND and assessing their needs	<p>Each child has a key person who regularly monitors the child’s progress through the Early Years Foundation Stage curriculum. We follow an Assess, Plan, Do, Review model to meet the learning needs of all our children. We aim to work in true partnership with parents/carers to identify any child’s potential need for additional support, whilst acknowledging that our children are very young and all children develop at different rates. We have an open door policy where parents/carers are welcomed and encouraged to discuss any concerns they may have with their child’s key person, the SENCo (Special Needs Coordinator) the manager or the Owner. Our SEND Policy and Waves of Provision document are available . Our school SENCo is Shirley Stewart she can be contacted on 01883 652871 or via email : <a href="mailto:manager@woldinghamnursery.co.uk">manager@woldinghamnursery.co.uk</a></p> <p>When the nursery school and parents/carers identify the need for additional support to enable a child to make progress an informal meeting takes place in order for the parents/carers, key person and SENCo to agree a plan of support, a SEND Support Plan will be completed in order to initiate SEND arrangements. This personalised plan outlines what additional provision will be put in place; what the child can be expected to achieve; who will support the child and for how long. The child’s progress is continually monitored and regularly reviewed with parents/carers.</p> <p>When necessary, and with parental/carer consent, external agencies will be called upon. Advice might be sort from a range of professionals including: Educational Psychologists, Speech and Language Therapists, Once involved with the child external professionals become part of the provision supporting the child and are closely involved in monitoring and evaluating progression.</p> <p>Our SEN/D policy outlines this process in greater detail.</p>

<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>	<p>We have an open door policy – parents/carers are welcome to speak informally on a daily basis with staff and the SENCo. More formal meetings can usually be arranged at short notice.</p> <p>In addition, parents/carers are invited to a termly meeting to discuss their child's progress . Each child's experience is recorded in the child's file and available for parents to view.</p> <p>In keeping with our open door policy, the SENCo is always available to discuss any specific concerns. Professional observations help to track progress and personalised targets are reviewed with the SENCo half termly. Where appropriate, Annual Reviews are held to evaluate the provision made for a child who has an Education Care and Health Plan (ECHP).</p> <p>Parents/carers are invited to contribute to nursery school life in a number of ways. For example, parents are encouraged to help raise money for the nursery, to support in the nursery classroom and in village events. We also regularly seek parental opinion through the completion of questionnaires and parents are invited to join working groups to create some school policies (eg. SEND Policy).</p> <p>Parents are encouraged to share their child's achievements in their child's Learning Journey.</p>
<p>Arrangements for deciding how much and what type of support my child will receive</p>	<p>Once it has been established that a child needs additional support we have a carefully planned programme which involves parents/carers and key staff from the onset. Decisions about each child are made with full parent/carer involvement. One page profiles and child-centred SEND Arrangements are produced in consultation with parents/carers so that all nursery staff have a clear overview of the whole child. The owner and SENCo work closely with parents/carers and other outside agencies to discuss the child's needs and how best to support them. Children contribute to this process through appropriate play based activities. Targets are regularly discussed, monitored and evaluated, often in consultation with outside agencies such as the Educational Psychology Service.</p>
<p>Arrangements for supporting children in moving between phases of education</p>	<p>The transition from home to nursery is key. We take great care to welcome each child and their family into our nursery community. A carefully planned and flexible programme of nursery play sessions is tailor made to suit each individual child. During this time families have the opportunity to get to know key persons and the SEN team in an informal way. When each child moves onto their next setting individual transition plans are put in place. These might include additional sessions where the child has the opportunity to play with their new teacher in nursery and to visit their new school supported by a member of our nursery team. At this stage, each child's detailed records and good practice are shared with parents/carers, the receiving class teacher and/or new SENCo.</p> <p>We have very good relationships with our local schools, including providers of specialist education. When appropriate, we liaise with the Physical and Sensory Support Service in order to make an assessment of the next setting.</p>
<p>How are adaptations made to the curriculum and the learning environment</p>	<p>We adopt a graduated approach to meeting needs through a policy of child-centred, quality first teaching, which aims to meet the individual needs of each child where possible; this might include making adaptations to the physical environment and/or resources as well as differentiating learning. Every child is assessed on an individual basis; individual targets are created and activities are planned to encompass a range of needs and abilities.</p> <p>We aim to have a balance of adult-lead and child initiated activities.</p> <p>We believe that every child, whatever their need, has much to learn from being integrated into our nursery setting.</p>

	<p>We have an Accessibility Plan in place and as such consider our nursery school to be fully accessible.</p> <p>The building is on one level, has wide corridors and suitable access points from outside.</p> <p>The main entrance into the building is accessible to all.</p> <p>All internal doors are wide enough for wheelchairs and the classrooms are arranged to allow room for wheelchairs or mobility aids.</p> <p>There is a disabled toilet.</p> <p>There is a ramp allowing children to access the outdoor play area.</p> <p>On-site car parking includes two dedicated disabled bays.</p> <p>The building has internal emergency signage and escape routes are clearly marked</p>
The training and expertise of staff to support children with SEND	<p>Our specialist staff includes a full time SENCo who is a Early Years Professional and 3 part-time SEND nursery nurses all of whom have a high level of experience and expertise. We aim to ensure that all staff working with children who have SEND possess a good knowledge of the area of need in order to help support access to the curriculum.</p> <p>We have a close relationship with a range of early years peripatetic services which includes Health Visitors, Portage Teachers, Early Years Support Service, Educational Psychologists, Speech and Language Therapists, REMA, Physical and Sensory Support Service, CAMHS and social care. If a child needs a very specialist service we strive to explore available provision.</p> <p>We believe that on-going staff training is crucial in order to support our children's well-being. We have regular staff meetings to discuss the needs of children and with updates on SEN/D developments, both national and local.</p> <p>All staff are offered regular training opportunities. Recently these have included: - Makaton training - Paediatric First Aid - Behaviour Management - Positive Touch</p>
Evaluating the effectiveness of provision for children with SEND	<p>Support interventions are monitored and their impact on each child's progress is evaluated as part of our Assess, Plan, Do, Review cycle</p> <p>When appropriate, Discretionary Funding can be applied for. Additional funding can be provided where the LA considers it appropriate, for example for children who have been fully assessed and have an Education Care and Health Plan. Each child is assessed on an individual basis.</p>
How are children enabled to engage in activities	<p>Children with SEND are regarded as full members of our nursery community and our provision is inclusive. Children have full access to the environment, resources, staff, activities and outings. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where appropriate, parents/carer are consulted and involved in planning. Thorough risk assessments are made of off-site activities.</p>
What support will there be for my child's overall wellbeing?	<p>Key people play an important role in nurturing each individual child's emotional and social development. Particular focus is given to making relationships, enjoying play and exploring, becoming an active learner and acquiring the confidence to be creative and to explore ideas.</p> <p>Where appropriate, nurture groups support children who may need a boost to develop their confidence or skills in building relationships. We have clear medical procedures outlined in our Administration of Medicines policy.</p> <p>Medical Care Plans are produced in collaboration with parents for children with specific conditions e.g. Epilepsy / diabetes / severe nut allergy.</p>