



## **SEND report 2017 2018**

### **Introduction**

Wallace Road Nursery School is an inclusive school, committed to meeting the needs of all children, including those with special educational needs and disabilities.

Contact details-

For all queries, please contact the Head Teacher and SENCO (Special Educational Needs Co-ordinator)

**Beccy Merritt, 01604 713422, [head@wallaceroad.northants-ecl.gov.uk](mailto:head@wallaceroad.northants-ecl.gov.uk)**

We will make provision for a wide range of needs, but have particular expertise (staff qualified in speech and language) and resources. Other needs recently catered for include

- Speech, language and communication difficulties
- Global delay
- Physical disabilities
- ASD

### **The school's policies for identifying children with SEN and assessing their needs/consulting parents**

- We ask parents to inform us of any concerns they may have regarding their child's development, prior to starting nursery. This is often done at the home visit. Once children are in the nursery, parents and staff (especially key workers) may share their concerns with each other. The Head Teacher is also the SENCO (Special Educational Needs Co-ordinator) and any concerns can be discussed with her.
- With information from both home and school, a decision can be made as to the best way to support the child. This may be additional support within nursery from an early years assistant, or referral to another service, such as Speech Therapy or Portage. The parents will be well informed and involved in the process.
- The school's Inclusion policy can be found on the website.

### **Arrangements for consulting children with SEN and involving them in their education**

- Children are encouraged to talk about their activities and achievements and to celebrate their successes
- Children are observed in the environment and interests planned for
- For children that have a good level of language and communication we go through a feelings and thoughts process whereby the children discuss what they like and dislike about nursery and what makes them happy
- Specific praise is used to help children celebrate their successes and continue to build on their knowledge

### **The school's arrangements for assessing and reviewing children's progress toward outcomes**

- All children are observed, both formally and informally, on a daily basis by practitioners in the setting.
- Children's progress is recorded by noting development on stickers and added to the child's profile. Long observations are also carried out using 2Simple. These observations are emailed directly to parents.
- Children's progress is tracked at 3 times during the year, to look at their attainment in relation to age related expectations.
- If a child is identified as having SEND, we will provide support that is "additional to" or "different from" our normal differentiated provision.
- All staff are qualified to level 3 or above; there is a qualified teacher and the head is also a qualified teacher. All staff work together to support all children. However, those identified with additional needs will receive targeted differentiated support, either one-to-one, in small groups, or alongside the child in the nursery environment.
- Specific outcomes will be set for children on SEND in order for them to make progress. These are reviewed by the SENCo and families termly. Outcomes are based on observations of what the next steps are for the child, through conversation with parents/carers and keyworker.

### **Supporting pupils in transition to nursery and onward to school**

- Prior to the child starting nursery, keyworkers carry out home visits where parents can discuss any concerns. Keyworkers are a first point of contact for parent and child alike.
- Parents stay with their child at initial settling in sessions, and the length of time can be adjusted according to individual need.
- Reception teachers from Primary schools will visit the nursery during the summer term to meet the children and talk to staff about individual children and their needs
- Children will visit their new settings; additional transition visits, or differentiated transition arrangements, may be made for children with SEND. On occasions, nursery staff may support the child at the beginning of the term in September.
- Staff from primary schools will be invited to transition meetings (involving parents and any other outside agencies) for those with additional needs.

### **Approach to teaching pupils with SEN**

- All pupils have access to the full EYFS curriculum on offer in the nursery. Staff plan activities to cover the seven areas of learning in the EYFS and all children are able to access these. The nursery operates a 'free flow' system whereby children are free to explore the environment and experiences on offer independently from the moment they arrive. A short group time happens at the end of the session. As far as possible we encourage and support all children to participate in the group time, however we recognise some children will need 1:1 support or a different approach at this time.

### **How adaptations are made to the curriculum and learning environment for children with SEN**

- Practitioners plan to meet all children's needs through providing activities which can be accessed by all children and can be differentiated according to need.
- As a small school we have limited space, however an area has been set up in reception for small group work or 1:1 intervention. As far as possible we aim to carry out any support and interventions in the nursery and in line with the child's interests.
- Practitioners make regular assessments of children to ensure individual needs are met.
- Practitioners evaluate the environment to ensure all children are kept safe.

### **Information about how equipment and facilities to support children with SEN are secured**

- The building is on one level, with doors of appropriate width for wheelchairs and a toilet suitable for wheelchair users.
- Where specialist equipment is needed, the nursery will liaise with parents and outside agencies to secure this. Additional funding from the LA via "High Needs Funding" may be sought.

### **Expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured**

- Wallace Road Nursery School have 12 members of staff that work with the children. Two have QTS (this includes the Headteacher), 9 are level 3 trained or above, and one member of staff is unqualified, but currently working towards level 3.
- Staff receive ongoing CPD as appropriate
- Referrals can be made to outside agencies where necessary. This may include Specialist Support Service, Speech and language therapists, Paediatricians, Teachers of the Deaf and Educational Psychologists. Parents will be involved in any referrals made, and permission must be given. There may also be liaison with health visitors.
- When necessary, all willing staff will be trained in the use of administering medication, such as epi-pen.

### **Evaluating the effectiveness of provision made for pupils with SEN**

- Children's progress will be assessed against age related expectations three times during the year, as with all children in the nursery
- Those children identified as having additional needs will have their targets and progress reviewed on a termly basis, and adjustments to the type or frequency of intervention may be made. If necessary, in consultation with parents, support or advice from outside professionals may be sought.
- At the end of the academic year, a comparison between the progress of SEN children and the general cohort is made.
- All children have access to the range of activities in the nursery. All children mix with one another during the nursery session, choosing their own friendship groups and activities.

- Children identified as having SEN may engage in small group work with an early year's practitioner, where children without SEN may be included in the group to encourage the development of social skills or cognitive development.

### **Support for social and emotional development**

- The well-being of all children is of paramount importance in the setting. Development of personal, social and emotional skills has always been an important part of the nursery's work, as at this age this forms the basis for all other kinds of learning.
- Safeguarding and child protection procedures are in place to ensure the safety of all children, and staff are aware of the reporting process.
- All children are treated respectfully and inclusively.
- Children have close relationships with their key workers and any staff with whom they work closely.
- All staff recognise the importance of building a secure relationship with children in order for them to feel safe and secure.

### **How the school involves other bodies in meeting pupil's SEN and supporting their families**

- Where necessary, referral will be made to outside agencies, such as Speech Therapy, Specialist Support Service or paediatrician. This will be with the consent of parents.
- Parents may be signposted to appropriate local support groups (e.g. National Deaf Children's Society) or relevant websites.
- Parents may be signposted to the local parent partnership service.
- With agreement of both parties, parents whose children have similar needs will support each other.

### **Arrangements for handling complaints from parents of children with SEN**

- Parents will first approach their child's keyworker with any complaint, and if necessary they will refer parents to the Headteacher and governing body, in line with the school's complaints policy.

For details of the local offer (services offered in Northamptonshire) please see [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) and search for "local offer".

For support for parents of SEND children, see the parent support page of NCC;  
Information Advice and Support Service for SEND in Northamptonshire  
[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)  
Tel 01604 636111