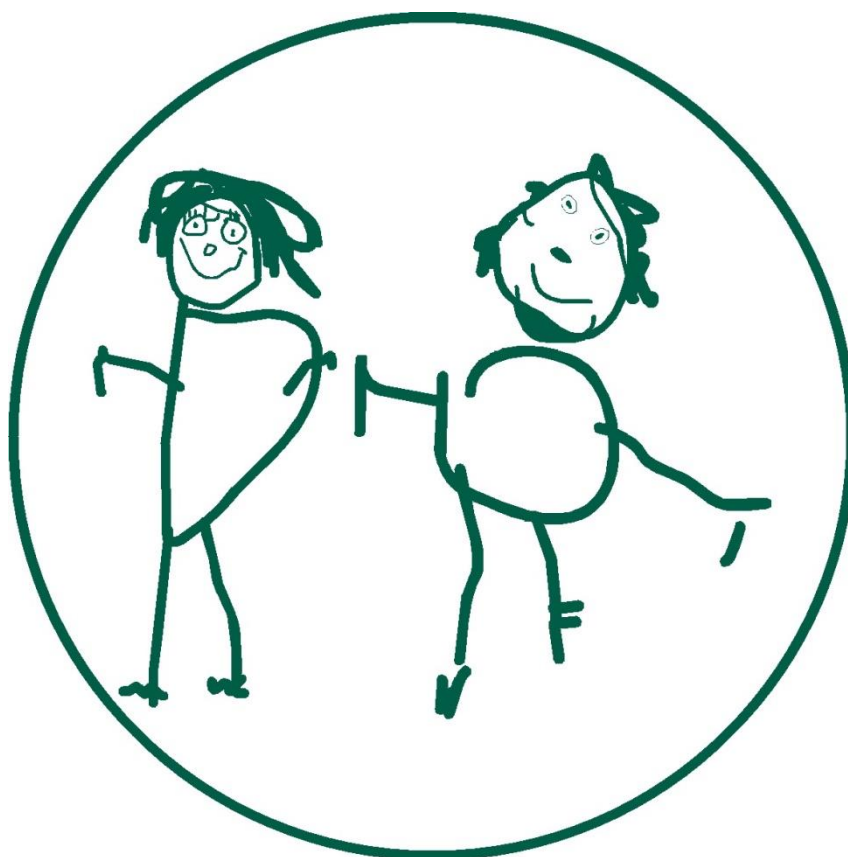


Special Education Needs and Disability SEND Information Report.



Douglas Valley Nursery School

At Douglas Valley Nursery School we value the abilities and achievements of all children, and are committed to providing, for each child, the best possible environment for learning.

Policy	Special Educational Needs and Disability Information Report
Date Reviewed	7 th December 2023
Date for Review	Autumn Term 2024

Aims of our provision in regards to pupils with special educational needs and/or disability.

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to learning and making progress.
- To use our best endeavours to provide special educational provision for pupils, for whom this is required, that is additional to that provided within the adapted EYFS curriculum
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi professional approach to meeting the needs of all vulnerable learners.

Disabled Pupils

We have a single-storey building with no steps and there is a toilet that is specifically designed for wheel chair users. Adjustments are made to the environment where necessary in order to ensure that all children have full access to the environment and their entitlement and that they are included, valued and supported.

We hope the following Questions and Answers will help you understand how we support children with SEND at Douglas Valley Nursery School.

1. What are special educational needs (SEN) or a disability?

- At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).
- This states:
Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is adapted or additional to that generally made for others of the same age in a mainstream setting in England

- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

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

(Reference: Special Educational Needs and Disability Code of Practice:0-25 years July 2014)

2. How we know if children need extra help.

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 SENDCo is the Headteacher, **Catherine Ardern**, who works closely with staff to share initial concerns.

We use a number of additional indicators of special educational needs:

- On entry assessments and formative assessments are used as an early identification indicator for children who are below age appropriate expectations in areas of learning and development.
- We analyse our best fit on entry assessment judgements shortly after entry to nursery.
- Initial parental concerns on entry or pre entry to nursery
- Information from previous settings
- Information from other services/professionals
- Tracking individual children’s progress over time

The SENDCo maintains a register of children identified through the above procedures, indicating appropriate intervention and SEND support. This register is reviewed and analysed termly.

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

The school works very closely with a range of other agencies that also provide relevant assessment information, including the Educational Psychology Services. After a review, a decision could be made that a more formal assessment is required, leading to an Education Health Care Plan (EHCP). Parents will be fully involved in this process which is led by the local authority.

The role of the SENDCo is to support the staff in the identification of children with special educational needs or disability. In addition, the SENDCo oversees the day-to-day implementation of the school's policies and practices, ensuring good liaison with parents and outside agencies.

3. What should parents/carers do if they think that their child may have special educational needs?

Prior to a child starting nursery, there are many opportunities to discuss a child's needs or any concerns on occasions such as; a visit to look around the school, New parents Care and Share meetings, induction stay and play events and procedures for gradual admissions. The school operates an 'open door' policy so that parents can talk to staff and their child's key person on a daily basis.

4. How will school staff support children with special educational needs to access learning and reach their full potential?

We are committed to giving children every opportunity to achieve. We do this by offering a broad curriculum enhanced by providing a stimulating and rich learning environment. We are a fully inclusive school that makes reasonable adaptations to ensure that your child can access all learning opportunities.

- We will make any necessary referrals for assessment and support as appropriate.
- We will discuss any concerns with parents on a regular basis.
- We may adapt resources or staffing to meet individual needs.
- We will ensure that all staff are aware of children's needs and contribute to planning and assessments.
- We will set appropriate targets and review these with you termly or more frequently as required.
- We will work closely with the LA Early Years Team to ensure that our provision, including equipment and facilities supports children with special educational needs.

The school governor with SEND responsibility is Hannah Smith. She is committed to reviewing SEND provision in the school and liaises with the SENDCo.

5. How will the curriculum be matched to meet individual needs?

At Douglas Valley Nursery School our planning for learning is personalised. Planning is focused on individuals, following interests and adapting learning experiences as appropriate. We use ongoing assessments to plan for, adapt and support the specific needs of each child and enhance the environment to support and extend learning. Next steps in learning are recorded on children's OPAL Spotlight and the Play Plan review. These are both shared with parents.

6. How do we know how a child is doing and how do we share this information with parents?

Involving parents.

- Our induction procedures prior to children starting nursery provide many opportunities to discuss their child's needs.

- All parents have the opportunity to come to school for a variety of occasions and events, for example, taking part in stay and play days, going on local walks to see features of our environment and Christmas and Easter celebrations.
- All children's parents are asked to share and discuss their child's achievements with the key person when their child receives their OPAL Spotlight. Parents whose children have special educational needs or disabilities are invited to review progress, plan new targets and are consulted about their child's education. Parents are invited to statutory review meetings, which include all professionals working with the child.

How do we review children's progress?

Monitoring progress is an integral part of what we do at Douglas Valley Nursery School. Through the ongoing assessments throughout the 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 staff, the Headteacher and governors. Reviews of targets indicate the progress being made and any further targets needed; these are discussed with parents and professionals.

How do we help parents to support learning at home?

Parents are invited to Early Years Reviews, where information is provided on how they can support their child's learning at home. In addition learning at home support is provided through Class Dojo and through informal discussion with parents on a regular basis, when the key person and parents can share what their child is enjoying and achieving at home and at school. When appropriate parents may be sign posted to other services that offer parent training or learning events.

7. What support is there for a child's overall well being?

The wellbeing of children is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that a child is facing enables Douglas Valley to provide a happy safe and caring environment. We operate a strong Key Person system to develop positive relationships.

The emotional wellbeing of a child is extremely important to us and our staff will provide support to both families and the child.

- Additional support is offered to children with identified emotional and social development needs. This can include working in small groups on turn-taking, confidence building and raising self-esteem.
- Children take part in regular 'Well Being' sessions as part of a LA project to support and nurture children's emotional well being and PSED.

8. How are children with medical needs supported?

- If a child has a particular medical need then a detailed Medical Care Plan will be completed. These are shared with all staff who are involved with the child and anything that needs to be known by everyone is kept in the Medical Needs file, which is available for all staff.
- Staff receive specific medication training delivered as required.
- Where necessary and in agreement with parents / carers, prescribed medicines for a specific special medical need 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.

- Identified staff have paediatric first aid training.

9. What specialist services are accessed by the school?

At times it may be necessary to consult with external services to receive their more specialised expertise. These can be signposted by the Wigan Council local offer (see website) and may include Speech and Language Therapy, Health Professionals, Occupational Therapy, an Educational Psychologist and Social Care. These services will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.

10. What training are the staff supporting children with SEND having or had?

At Douglas Valley Nursery School we have an experienced SENDCo who along with other members of staff accesses relevant training. Training is attended to keep up to date with Local Authority and Government guidelines and policies. Each year we review our policy and provision and access additional training and services appropriate to the needs of our cohort of children. Our SENDCo is a teacher and therefore holds Qualified Teacher Status.

11. How are children supported to take part in activities and trips?

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. The adult :child ratio for children with SEND is 1 :1.
- A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.
- It may be necessary to take mobility aids
- Visitors and the venues are carefully chosen to ensure that all children can access the experience and benefit from it.

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

- We provide opportunities to look around the school and meet staff.
- Prior to starting nursery children attend the Induction Stay and Play session with their parents and meet their new key person.
- A photograph of the designated key person is given to the child.
- Children attend for an hour on the first day at nursery and we have a staggered intake, which is determined by the child's needs.
- We have specific transition meetings which involve handing over information to staff from feeder schools.
- We have visits by staff from receiving primary schools to discuss each child's specific needs.
- We will arrange a transition meeting where necessary and complete an individual Transition Passport to ensure the school can plan for the children needs and support a smooth transition.

- Learning and development records are transferred to the new school.
- 'Child voice' sections of documentation are completed to involve them in their education.

Child Voice

We endeavour to communicate effectively with all children and get to know all children's likes, dislikes, strengths and areas for development. We use this information to record 'child voice'.

13. How are the school's resources allocated and matched to children's special educational needs?

Small group interventions are held to develop specific skills such as language and communication, sensory processing needs and turn taking. Children are supported to access and engage in learning within the continuous provision. Staff may work with small groups of children or 1 to 1 to help support children's development.

14. How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with the SENDCo and the key person. Decisions are based upon termly tracking of children's progress and/or assessments by outside services. Parents will be consulted and progress data is scrutinised to evidence impact. During their school life, if further concerns are identified due to the child's wellbeing or lack of progress, then other interventions may be arranged. If a child is identified as needing further support an application for Early Years Support will be made.

15. How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine the progress children have made. This information is examined termly at progress meetings and when reviewing the SEND support plan. The Headteacher reports SEND progress to the Governing Body. The governor with SEND responsibility will also review the implementation of SEND policy and procedures.

Who to contact for further information.

We encourage parents to talk to us as soon as possible and not wait until the next scheduled meeting. We can signpost parents to support services.

- Parent's first point of contact is their child's key person.
- The SENDCo is Catherine Ardern - contact on 01942 705301
- For more information you can find the Local Authority's LOCAL OFFER at:
www.wigan.gov.uk/SENDLocalOffer

What to do if a parent is unhappy with their child's support or progress.

- Parent's first point of contact is their child's key person.
- Our SENDCo and headteacher, Catherine Arden, is available to meet and discuss concerns.
- Refer to the school's complaints policy, a copy of which is available either on the school website or from the school

