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.

Reviewed: November 2017
Approved by Governing Body: 29th November 2017

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 secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated 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.

Resourced Observation and Assessment places.

At Douglas Valley Nursery School we currently have 2 resourced places for children with more severe SEND needs to observe and assess their needs to plan for future provision. These places give 1 to 1 support to help the children access learning and remove barriers to enable them to reach their full potential.

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 additional to, or different from, that made generally 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 SENCO is the Deputy Headteacher, who works closely with staff to share initial concerns.
We use a number of additional indicators of special educational needs:

- On entry assessments and tracking data is used as an early identification indicator for children who are below age appropriate expectations in areas of learning and development.
- We analyse data including best fit on entry judgements made in line with the Early Years Foundation Stage Framework – Early Years Outcomes, shortly after entry to nursery.
- Initial parental concerns on entry or pre entry to nursery
- Information from previous pre-school settings

- Information from other services/professionals
- Tracking individual children's progress over time

The SENCO maintains a provision map of children identified through the above procedures indication intervention and SEN support. This map 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 and this is led by the local authority.
The role of the SENCO is to support the staff in the identification of children with special educational needs or disability. In addition, the SENCO 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 meetings, Preparing for Pre school sessions, stay and play events and induction 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 takes reasonable action to ensure that your child can access all learning opportunities.

- We will make any necessary referrals for assessment and help 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 needs and contribute to planning and assessments through the intervention file in nursery.
- We will set appropriate targets and review these with you termly or more frequently as required.
- We will work closely with the Early Learning & Child Care team and attend Inclusion Progress Meetings as required.

The school governor with SEND responsibility is Jo Sullivan. She is committed to monitoring SEND provision in the school and reports and liaises with the SENCO and headteacher.

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 differentiating learning as appropriate. We plan 'in the moment' to 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 an individual plan which is shared with parents and reviewed termly.

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 invited to school to share their child's achievements with the key person once per term. Parents whose children have special educational needs or disabilities are invited to review progress and plan new targets every term. 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 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 staff, the Headteacher and governors.
Reviews of targets indicate the progress being made and any further targets needed; these are discussed as appropriate with parents and professionals.

How do we help parents to support learning at home?

We provide termly 'How you can help me learn' booklets to give parents information about what learning is being planned for their child at school and ideas about how they can support their child at home.
With children accessing the resourced placements a weekly diary is shared with parents including parent voice. 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.

- 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.

8. How are children with medical needs supported?

- If a child has a particular medical need then a detailed 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 displayed on the medicine board.
- 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 outside 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 SENCO 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 provision, policy and access additional training and services appropriate to the needs of our intake of children. Our SENCO 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 Prepare for Preschool sessions with their parents and meet their new key person.
- A photograph of the designated key person is given to the child.
- Parents stay with their child 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 infant and primary schools to discuss each child's specific needs.
- We will arrange a transition meeting where necessary.
- Learning and development records are transferred to the new school.

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

Douglas Valley Nursery School has 2 resourced places for children with SEND which is funded by the Local Authority.

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 Headteacher, the SENCO and the key person. Decisions are based upon termly tracking of children's progress and / or a result of 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 Targeted Intervention Support Funding at level 1 is 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 both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data is examined termly at progress meetings and when reviewing the SEND support plan.
The governor with SEND responsibility will also monitor the SEND provision and procedures.

Evaluation of the effectiveness of the SEND provision in 2016-2017

- In 2016 -17 the range of children with SEND included those with: Speech and Language delay, Developmental delay, ASD, and Cerebral Palsy.
- Children with SEND made up 9% of the cohort.
- The learning and development of children with additional needs is targeted and documented in an individual SEN support plan within which targets for their next steps in learning are set to support these children to reach their full potential during the year.
- Progress for children with SEND receiving SEND support (non resourced place) is tracked against 'Early Years Outcomes' which evidenced that this group of children have made good progress across all 3 Prime areas of learning, Mathematics and Literacy.

- For children accessing ‘resourced place’ provision, progress is measured through a Small Steps tracker and these children have achieved the targets set through their support plan.

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.

- Parent’s first point of contact is their child’s key person.
- The SENCO is Carolyn Penzak contact on 01942 322 473.
- 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.

- Our SENCO, Carolyn Penzak is available to meet and discuss concerns.
- Following that the headteacher, Catherine Ardern may be contacted.
- Finally the Chair of Governors, Joe Sullivan (Lead governor for SEND) should be contacted and if the parent feels we still have not been able to help the next step would be the Local Authority.
- Refer to the school’s complaints policy, a copy of which is available in school.