

Supporting children with Special Needs and Disabilities Information Report



*Poppies (2-3 year olds provision) and Fullbrook Nursery School (3-4 year olds provision) are mainstream local authority setting. We are an inclusive setting and strive to support **all** children to enable them to achieve and reach their full potential.*

In order to do this many steps are taken to support the children through their learning journey.

There are occasions when further additional support may be needed to help some children achieve their targets.

This document outlines the provision and support we offer to our children and families if a child is identified as having additional learning needs.

*Mrs A Flinders is the named Special Needs Co-ordinator,
Deputy Headteacher and National SENCO Award gained.*

At Poppies and Fullbrook Nursery we believe that...



Every child has a right to:

- Be valued and respected as an individual,
- Be supported to reach their full potential,
- Learning opportunities appropriate to their interests and abilities,
- A supportive and secure learning environment,
- A sympathetic approach specific to their needs,
- Opportunities to work cooperatively and alone,
- Develop socially, emotionally, educationally, spiritually and physically,
- Celebrate their successes at whatever level they achieve,
- Access to high quality resources necessary to support learning.

Our nursery:

- Has the willingness to change our policies, practices and environment to accommodate the needs of the children in our care,
- Provides equal opportunity of access to the school's broad and balanced curriculum covering the Early Years Foundation Stage,
- Promotes a happy, safe and stimulating learning environment,
- Develops procedures to identify and support pupil's individual learning needs,
- Provides differentiated learning opportunities and support appropriate to the needs and abilities of each child,
- Values our parents, who we work in partnership with to involve and empower them to support their child's learning and development,
- Works in partnership with others who are concerned with children's welfare in the planning and provision for special needs, including the Parent Partnership Service, Family Support and Health Visitors,
- Provides praise, encouragement and support for all its pupils,
- Works in close partnership with other support agencies seeking their specialist support when appropriate, using their knowledge to create and monitor the effectiveness of Early Years Intervention Plans and intervention programmes.

This document provides information for parents of children who have Special Educational Needs by answering those questions commonly asked by these parents. It was written in consultation with other professionals and parents, however, if you have any other questions then please just ask.

Who are the best people to talk in the Nursery or Poppies about my child's special educational needs and disabilities?

- ❖ Your child will have a **Family Group Leader** who you will be able to speak to on a daily basis regarding any concerns you have or achievements your child has made. They are responsible for planning activities and enhancing the environment based on your child's interests and needs.
- ❖ **Mrs Horn and Miss Hargun are Learning Support Assistants**; they work with children providing smaller intervention groups or on a one to one basis in order to give some children more tailored support. If your child is supported by one of these teachers, this will be discussed in a meeting with Mrs Flinders. These teachers are also available daily, if you would like a brief update on your child or if you have any concerns.
- ❖ **Mrs Flinders is the Deputy Head Teacher and Special Educational Needs Co-ordinator**; she is responsible for all the children who have identified special educational needs and those children who are being monitored closely. She operates an open door policy and is always available to talk to parents if they have any concerns. Mrs Flinders will also host regular Early Years Intervention Plan Review meetings, where progress and concerns can be discussed.
- ❖ **Mrs Smith is the Headteacher** who has overall responsibility for the school and if you would like to talk to Mrs Smith please ask at Reception, as she also operates an open door policy.
- ❖ **Governors**; Mrs G Rathbone is the SEN link governor, previously an Early Years Advisory Teacher for Sandwell Local Authority. She makes a termly visit to meet with Mrs Flinders to discuss the progress and support being provided for each child who has been identified as having a special educational need. If you have any concerns that you do not feel the school is able to address then you can contact Mrs Rathbone through the nursery office.

How can I let Nursery or Poppies know I am concerned about my child's progress in school?

- ❖ Every child receives a **home visit** before they start Poppies or Fullbrook nursery. Please use this visit as an opportunity to tell us about your child's development and any concerns that you or another professional, for example a Health Visitor, may have. If you develop concerns about your child's development during their time at Poppies or Fullbrook, then please discuss this with us. We operate an open door policy so you can pop in to talk to Mrs Flinders at any time. Alternatively, you can arrange a time to meet with your child's family group leader.
- ❖ If your child has an identified special educational need or disability before they join our school, then we work very closely with the people who already know them and use the information already available to plan their transition into nursery. In order to do this, we will hold a transition meeting so that professionals and parents can meet together to identify possible barriers to learning, access needs and individual learning support strategies.

How does Nursery and Poppies identify Special Educational Needs and Disabilities and how would they let parents know?

- ❖ As a nursery school, we follow the Early Years Foundation Stage Development Matters guidance, this supports us in assessing whether a child is developing in line with what would be expected for their age and stage. We understand that not all children develop at the same pace or in the same way, but sometimes a child's development can cause concern if they fall **significantly below what would be expected for their age**.
- ❖ We feel that it is very important a child's parents are aware of their child's current pace of development and our possible concerns as soon as we are, so that we can begin working together. We will respect that this is a sensitive issue and ensure that all information is available to you and that you are fully involved in any decisions. These concerns would be shared with a parent in a joint meeting with the Family Group Leader and Mrs Flinders, the Special Needs Co-ordinator, as soon as concerns are noted. The first stage of support is to provide Early Response Targeted Interventions through good quality teaching and differentiation. This early response will be monitored, if the child continues to struggle then during an Early Response review meeting, the SENCo will lead a discussion around offering more support at the SEN level, if agreed then their name will be added to the school's **Special Educational Needs, Disability and Inclusion register**.
- ❖ For children who attend Poppies 2 year old provision, all children will receive a **Two Year Old progress check**. Once a child is settled, practitioners will begin observing and playing with them. They will then use this information to make a judgement about how the child is developing in three prime areas; Personal, Social and Emotion, Communication and Language and Physical Development. If we have concerns that a child is not developing in line with what is expected for their age, then this will be discussed when the Progress Check is shared with parents.

How are parents and carers involved in identifying and planning to support their child's special educational need?

- ❖ We aim to work in close partnership with parents and all information is shared and decisions taken jointly. If we have concerns, these will be shared with you and we will talk about whether your child's understanding and behaviours are the same at home as they are in the setting. Parents will be involved in creating a Passport for their child that identifies their child's interests, barriers to learning and useful strategies This is then taken into account and we work together to decide what support you and/or your child may need to begin making good progress.
- ❖ At the first stage of support, we will write an Early Response Support plan together. This will identify targets that will be supported through good quality teaching, group interventions and differentiated teaching. You will also be provided with a copy so that you can support your child's learning at home.
- ❖ Sometimes, we may ask you to give permission for other professionals to become involved for example, making a referral to other agencies such as the Speech and Language Therapy Team, Health Visitor or Children's Centre.
- ❖ We will then hold an 8-10 week review meeting, where you will be involved in reviewing your child's progress and celebrating their achievements alongside Nursery staff and any other professionals involved. Parents will be supported with activities and strategies that they can try at home.
- ❖ We also hold parent consultation meetings once a term, where you can discuss your child's development and interests with their Family Group

Leader.

- ❖ We also hold Parent Workshops throughout the year, these provide you with an insight into your child's day at nursery and lots of information and support on a number of important subjects, like Communication & Language, Maths and Healthy Lunch Boxes.
- ❖ In the reception area, we have Parent View forms, at any time you can fill in one of these to tell your child's Family Group Leader about something that your child did that surprised you or made you feel proud.
- ❖ When appropriate, some children are provided with Home to Nursery communication diaries. These books provide nursery with daily information from home, such as sleep/eating patterns, interests, behaviour and mood. They also provide parents with daily information regarding their child's activities and achievements.

How do we use adults in Nursery and Poppies to support children with Special Educational Needs and Disabilities?

- ❖ Our SENCo (Special Needs Co-ordinator) leads a team of very experienced and talented practitioners who are trained to support children with a wide range of educational, social and emotional needs. She supports all Family Group Leaders in assessing and monitoring the progress of children to ensure they make good progress. The SENCo also monitors the progress of children with special educational needs and measures the impact that our teaching is having on them.
- ❖ The SEN team supports children with a programme of different interventions as part of small groups and/or individually.
- ❖ We have a dedicated Early Years SEN advisory teacher from the Local Authority who we often consult with regarding children's progress and support. This specialist teacher will also consult with parents at Individual Educational Plan review meetings.
- ❖ We also have a dedicated Educational Psychologist, who visits the nursery regularly to observe and assess pupils. They also offer advice and support to both nursery and home.
- ❖ If we feel that we need to involve an Early Years SEN advisory teacher or an Educational Psychologist then this will be discussed with you first before any referrals are made.
- ❖ We also give extra consideration to using adults to support children with SEN when we organise a trip. Where appropriate we will carry out a verbal or if needed a written risk assessment with parents to make arrangements to ensure that your child is safe when accessing the local community. This may involve inviting parents to join us.

What specialist training or experience do the practitioners have to help them work with children with Special Educational Needs and Disabilities?

- ❖ We have very consistent and experienced practitioners, who have continued to develop their knowledge through training and working with children who, over the years, have had wide ranging educational and social needs and disabilities.
- ❖ Specific training has been carried out around Autism awareness, Hearing Impairment, Makaton, Manual handling, Speech and Language Development and Supporting Reluctant Talkers.
- ❖ We have worked in partnership with other professionals to help develop our knowledge and practice as they work within our setting, such as Early

Years SEN Advisory Teachers, Specialist Hearing Impaired Teachers, Speech and Language Therapists, Physiotherapists, Educational Psychologists, Occupational Therapists, music specialists and dance teachers.

- ❖ In order to ensure that every child is included, we are continually developing our knowledge and skills as research in the field of SEND develops and new children join us. Where possible the SENCo uses transition and application data to assess the future needs of each cohort and plans during the summer term in preparation for children who are starting in the Autumn term.

What specialist resources do we use to support children with Special Educational Needs and Disabilities?

- ❖ Our SEN team make or purchase a number of bespoke resources to support children with a range of special educational needs.
- ❖ We own a range of specialist equipment like fibre optic sensory resources, an automatic changing bed, cause and effect toys, Makaton books and visual time lines.
- ❖ We have a wide range of ICT equipment available to help motivate children and access learning such as, Ipads, digital cameras, Smart boards, computers, programmable toys and talking buttons.
- ❖ When suitable, we use a quiet space such as the Blue Room for small group work or individual support. This space is away from the distractions of nursery and helps to support children's listening and attention development.
- ❖ We also seek additional advice and equipment from outside agencies as and when the need arises, such as specialist seating, walking frames, handrails and toilet steps.
- ❖ All practitioners use Makaton signing when interacting with all children and wear a Makaton sign key rings to support communication development.

What specialist teaching methods do we use to support children with SEN Support intervention plan?

Each plan will identify a number of specialist strategies that will be used to teach your child. The most common strategies used are:

- ❖ **Hand over hand teaching**, the adult places their hands over the child's and moves their hands to complete a task,
- ❖ **Adults as a play partners**, the adult plays alongside and models how to play with resources or how to socially interact.
- ❖ **Work station** a quiet area with a basket of toys/activities that are used daily to repetitively teach a skill such as inset puzzles, cause and effect toys, threading or posting games, these resources support children's cognitive development and fine motor skills.
- ❖ **Makaton sign and symbol teaching** used to support communication development. Makaton is an alternative form of communication using hand signs in conjunction with spoken word. We use this strategy with all our children to support their communication development.
- ❖ **Objects of reference**, showing children two objects in order to support their choice making and helping to motivate them to verbalise their preferences.

Supporting children's speech, language and communication development is done through small sequential steps;

- ❖ Developing listening and attention through **turn taking games, Read Steady Go games** and completing tasks such as inset puzzles.
- ❖ Developing an understanding of language through **object to picture matching games**, giving **one word level instructions** before progressing to two word and developing children's knowledge of verbs, adjectives and prepositions.
- ❖ Developing talking by beginning with **one word object naming games**, talking about photographs/pictures and describing what they see.
- ❖ Developing social communication through **turn taking games**, supported **peer to peer turn taking** and **adult modelled social communication**.

How do you decided how much support my child needs? What is the Graduated Response?

- ❖ As a nursery school we operate on very low adult to child ratios, below the legal statutory recommendations. For majority of the week we have 1 adult to every 8 children. This enables us to support children's individual needs through quality adult interactions and playful learning.
- ❖ In some cases, some children need additional tailored support, the degree of need is identified by our Speech and Language Assessments and Early Years Foundation Stage Assessments.
- ❖ How much support a child receives is dependent on what stage of the **Special Educational Needs and Disabilities process** they are at, this is called the **Graduated Response**. This process outlines the approach we take to identifying children with individual learning needs and is explained in more detail in our 'SEND Policy a Summary for Parent's'. Depending on what degree of educational need your child is assessed as having, then this impacts on how much support they receive;
 - **Early Response Support intervention**, at this first level, children are supported through good personalised teaching and differentiation by their Family Group Leader and small group intervention for nurturing and language skills. This is appropriate for children who are just below the age and stage that would be expected for their age. The child's progress is measured against targets and reviewed every 8-20 weeks.
 - **SEN Support**, at this level a child receives an **Individual SEN Intervention Plan** and will be included on the nursery's **SEN register**. This provision is for children who are significantly below what would be expected for their age and stage or for who the Early Response stage has not been effective. At this level, they are supported with a daily one to one work station sessions, adult supported social interaction sessions and have outside agencies involved such as Speech and Language Therapy, Local Authority Early Years SEN team or an Educational Psychologist.
 - If a child continues to show no or very slow progress and the gap between them and their peers continues to grow then these children may require more individualised one to one support beyond what is outlined in this document, then an **Education, Health Care Plan** can be applied for. This was previously known as a Statement of Educational Need.
- ❖ At all stages, families are involved in monitoring their child's progress and measuring the impact of the support being given. If your child needs increased support, this decision will be taken jointly.

How will Nursery and Poppies review my child's development?

- ❖ Early Response Intervention Plans and SEN Support plans will be reviewed every 8-10 weeks. Mrs Flinders will invite parents and other professionals involved to a meeting, where we can discuss the child's progress, the impact of interventions and outline their next steps. If needed, another plan is then created.
- ❖ We will also endeavour to gain an understanding of how your child feels about coming to nursery and the provision we provide for them, sometimes this is done through a non-verbal survey or a story questionnaire.

How does Nursery and Poppies evaluate the effectiveness of its provision for all children, including those with SEN?

Our overall aim is to ensure that all children continue to access an outstanding provision. In order to achieve this, as a team we are continually evaluating the effectiveness of our provision and this is done in a number of different ways;

- ❖ At regular intervals the children share their Individual Learning Journeys with their Family Group leader and they are asked to share their feelings and thoughts about their experiences.
- ❖ Parents are asked to share their thoughts at a number of different intervals throughout the year, such as; Parent Views sheets are completed after consultations, parent evaluations after workshops, annual questionnaires and invitations to consult on changes/updates to policies such as this SEN Information Report and the Behaviour policy.
- ❖ All practitioners are asked annually to reflect on their practice and identify training needs,
- ❖ The Headteacher and Deputy Headteacher/SENCo carry out termly observations and monitoring to quality assure teaching and learning. The SENCo, ensures that personalised learning is integral to each Family Group Leader's practice and planning.
- ❖ Assessment data is analysed each half term to measure every child's progress to ascertain which age and stage they are working within. The SENCo, analyses assessment data for children with identified SEN and those at the Early Responses to ensure that planned interventions are impacting on children's progress.
- ❖ The SENCo also monitors the quality of one to one support through observations and modelling.

How will the Early Years provision be adapted for my child with Special Educational Needs and Disabilities?

- ❖ An integral part of our ethos is to ensure that the 'child' remains at the centre of what we do. In order to deliver an Outstanding Early Years environment we constantly make changes to our provision to suit the needs and interests of all our children.
- ❖ Our environment has key features that makes it inclusive, we have;
- ❖ Labelled accessible resources,
- ❖ Space for children to move around and between furniture,
- ❖ Free flow flat access to the outdoors,
- ❖ Visual communication systems like visual timelines, Makaton symbol lanyards, photographed resources,
- ❖ Quite and enclosed spaces for children to rest and talk,

- ❖ Large soft play cushions to help build balance and confidence,
- ❖ If a child requires additional adaptations this is always discussed with families and other professionals.
- ❖ More details about the accessibility of our nursery can be sort by requesting a copy of our Accessibility Plan from the office.

What provision is available to support my child if they have emotional, social or medical needs?

Our aim is to work in partnership with parents to ensure that we remove any barriers to learning these barriers may be physical as addressed in a previous question, but they can also be social, emotional or medical.

- ❖ Medical- if a child has specific medical needs we will work in co-operation with parents and medical professional to ensure that a child is able to access their nursery entitlement. This may result in additional training for staff or the procurement of equipment such as a Medicine fridge. Our current provision, which meets the medical needs of our current cohort is outlined in our Medical Needs Policy, a copy can be requested from the Nursery Office. However, we would always endeavour to amended provision and policy dependent on a child and family's needs.
- ❖ Social and Emotional – on entry to nursery, all children's emotional wellbeing and involvement levels are assessed using The Leuven Scale. Children who score 1 and 2 in either category are identified on our provision map and given extra nurturing by their Family Group Leaders, through personalised learning and through small group interventions for self-confidence and social interaction.

What support do you offer a parent whose child has Special Educational Needs and Disabilities?

- ❖ We operate an open door policy, so practitioners and the SENCo will always make time to listen to parents.
- ❖ We also have links to other professionals, who we can refer parents to, for additional support from more specialist teams such as Health Visitors, Family Support Workers and the Independent Parental Specialist Educational Advice (previously Parent Partnership) www.ipsea.org.uk.
- ❖ We can help parents receive training such a Makaton, First Aid and Behaviour Management.
- ❖ We can sign post parents to parent support groups, financial/benefits advice services and other specialist service providers such as Short Breaks for respite events.

How accessible is your nursery environment for your child?

As a school we are happy to discuss individual access requirements.

Facilities at present include:

- ❖ Two Disabled toilets
- ❖ Free flow flat access to the outside
- ❖ Ramp access to Poppies' outdoor environment
- ❖ Low level / floor accessible resources
- ❖ Adjustable height changing bed

- ❖ Systems in place to support individual dietary requirements.
- ❖ Hearing loop system
- ❖ More details about the accessibility of our nursery can be sort by requesting a copy of our Accessibility Plan from the office.

How will we support you child when they move to their next school?

- ❖ When your child leaves our setting, there are lots of ways we can work together to support your child. This support it very individual and dependent on the child's and family's needs. In the past, we have conducted joint visits to preview settings, familiarisation visits once a school is chosen, creating a transition story book and inviting new teachers to visit. For all children with Special education needs and disabilities at Wave 3 we will hold a transition meeting with parents, the future setting and other professionals involved, so that the transition can be planned and strategies identified to make move successful.

Where can you find further information and support?

- ❖ Further information regarding **Walsall's Local Authority Local Offer** and other services supporting children with Special education needs and disabilities are available at www.mywalsall.gov.uk. Click on the 'parents link' section.
- ❖ www.ican.org.uk has a parents section offering advice for parents concerned about their child's speech and language development.
- ❖ Independent Parental Specialist Educational Advice (previously Parent Partnership) www.ipsea.org.uk. This site provides information and support to parents and carers of children and young people with special educational needs (SEN).
- ❖ For further information regarding our other policies related inclusion, such as the Medical Policy, Accessibility Plan, Behaviour Policy, Admissions Policy and Equal Oportunities Policy please see our web site: www.fullbrook.walsall.sch.uk or request paper copies from the Nursery Office.

What can you do if you feel your child's needs are not being met?

If you feel that your child's needs are not being met and you have discussed this with Mrs Flinders then there are a number of other options. You can discuss your concerns with;

- ❖ Mrs Smith the Headteacher
- ❖ Mrs Rathbone (SEN Link / Chair of Governors)
- ❖ Other professionals working with your child such as Speech and Language Therapists and Health Visitors.

If you have any other questions regarding our SEN Information Report then please contact; Mrs Flinders (Deputy Headteacher/SENCO) at Fullbrook Nursery School, Telephone; 01922 721066