



## SEND Information Report September 2020

### Introduction

Ronald Tree Nursery 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)

Jackie Wilson, telephone 01536 514240, [head@ronaldtree-nur.northants-ecl.gov.uk](mailto:head@ronaldtree-nur.northants-ecl.gov.uk)

We will make provision for a wide range of needs, but have particular expertise (staff qualified in sign language) and appropriate facilities (acoustically treated rooms) for the hearing impaired. Other needs recently catered for include

- Speech, language and communication difficulties
- Developmental delay
- Children on the autistic spectrum
- Physical disabilities

### **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. 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 (Specialist Support Service).
- 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.
- When children are working on specific tasks, they are praised for doing well and asked if they have enjoyed the activity.
- One page profiles are completed for children with additional needs to give the “voice of the child”.

### **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 via an electronic learning journey, “Tapestry”, to which parents have immediate access
- Children’s progress is tracked at four 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; the head is 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 or in small groups, in line with their needs.
- Targets are set for children with additional needs and reviewed by the SENCO, keyworker and early years assistant working with those children.

### **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.
- **During current Covid 19 precautions Home Visits were not carried out. However parents were invited along with their child for an extended play session in the garden. There were very limited numbers of children invited to these sessions which gave the staff an opportunity to talk to the parents.**
- Parents stay with their child at initial settling in sessions, and the length of time can be adjusted according to individual need.
- **During the current Covid 19 precautions parents were unable to stay with their child however we admitted the children more gradually to better accommodate the settling in process.**
- 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. Staff from primary schools will be invited to transition meetings (involving parents and any other outside agencies) for those with additional needs.
- **During the current Covid 19 precautions teachers were not able to visit the nursery. However virtual meetings were held between settings to ensure a smooth transition (involving parents where necessary).**

- Children will visit their new settings; additional transition visits, or differentiated transition arrangements, may be made for children with SEND. On occasion, nursery staff may support the child with transition visits to the new school.
- Children were not able to visit their new schools but individual schools had processes in place to offset this.

### **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. Children have free choice of activities (both indoors and out) for much of the time and come together for a more focused small group time with their key worker at the end of the session.
- For the safety of the children the choice of activities has been more limited to ensure toys and equipment are clean.
- Pupils identified as having SEN may receive some additional 1:1 or small group support with an identified member of staff.

### **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.
- There is a quiet room which is acoustically treated for use by the hearing impaired, also visiting professionals, such as the educational audiologist.
- Acoustics in the nursery are good.
- Practitioners make regular assessments of children to ensure individual needs are met.

### **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 (DDA).
- The school has a disabled toilet for adults, and one of the children's toilets has a support rail.
- 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**

- All staff are qualified to level 3 and above and are appropriately qualified to work in early years
- Staff receive ongoing CPD as appropriate
- Some staff have attended ICAN training(early communication)
- All staff have received training in working with children with autism
- Some staff have level 1 British Sign Language
- One member of staff has level 2 British Sign Language, and training in the use of cochlear implants.
- Staff working on a 1:1 basis have attended Sensory Processing training.

- Referrals can be made to outside agencies where necessary. This may include Portage (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 four times during the year, as with all children in the nursery. In addition assessments which are broken down into smaller stages (portage profile and Tapestry SEND assessments) may be used for these children to reflect their progress more appropriately.
- 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.
- In the 2019-2020 academic year, in many areas of the curriculum, the progress made by SEN children is broadly comparable with that of their peers.

### **How pupils with SEN are enabled to engage in activities available with children in the nursery school who do not have SEN**

- 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 years practitioner, where children without SEN may be included in the group to act as role models to encourage the development of social skills or cognitive development.

### **Support for improving emotional and social development (including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying)**

- 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 with additional needs are supported to develop alternative means of communication to express their emotions.
- Children have close relationships with their key workers and any staff with whom they work closely.
- Individual work based on protective behaviours and developing self-esteem may be used as necessary.

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

- Where it is deemed necessary, referrals will be made to outside agencies, such as Speech Therapy, Portage (Specialist Support Service) or paediatrician. This will be with the consent of parents.
- Parents may be signposted to appropriate local support groups (eg 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 Head teacher 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

For approval by the Governing Body of Ronald Tree Nursery School

14<sup>th</sup> October 2020