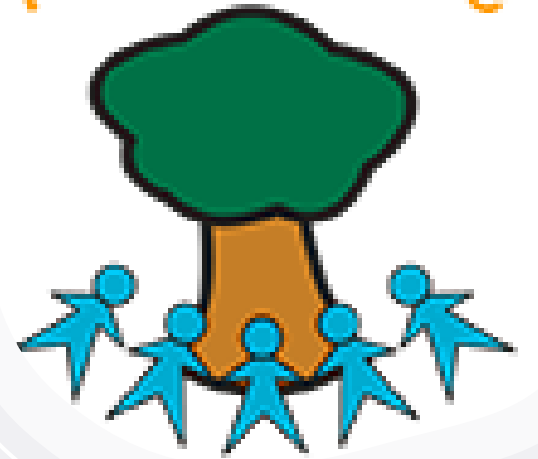


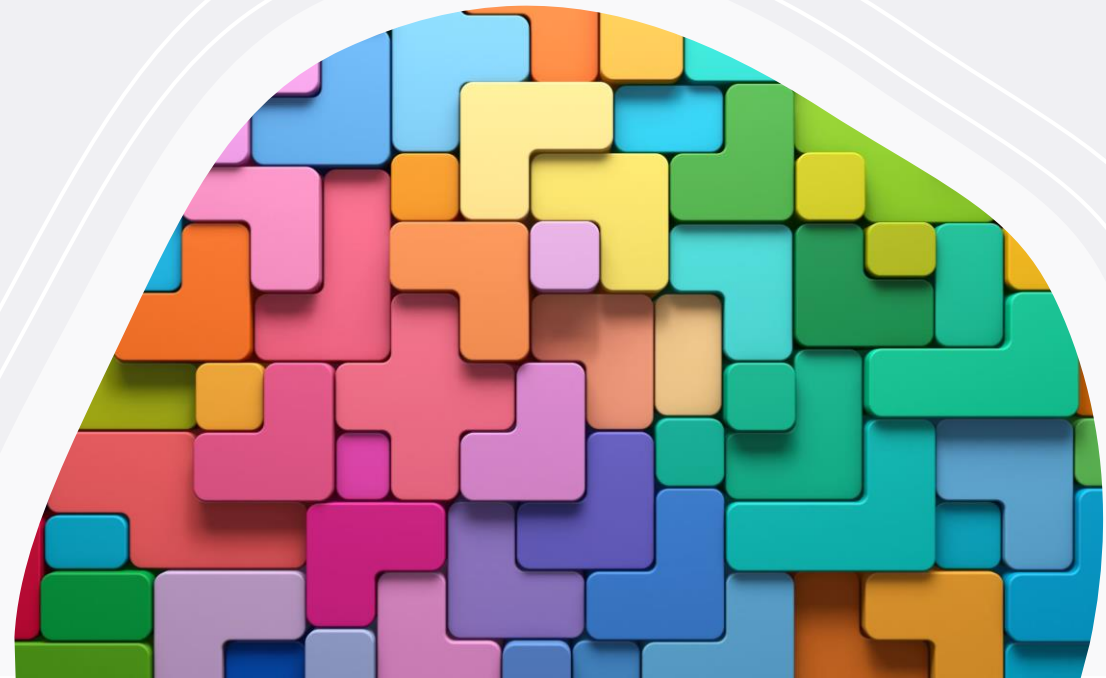
Ronald Tree



Special Educational Needs Information Report

How we support children with special
needs and disabilities at Ronald Tree
Nursery School

2021-2022



At Ronald Tree, we recognise that every child is different and we embrace the fact that all of their learning journeys are unique!

This is reflected in our provision with pupils with special educational needs or disabilities.

The four broad identified areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs



Our SEND figures for 21-22

By the summer of 2022, we had a total of 127 children across the three rooms at Ronald Tree.

Of those children, 11 were on our SEND provision map, which meant they required additional or different support to access our curriculum.

1 of these children had stayed with us for an extra year and deferred entry to Reception.

Our main areas of need were: communication, social and emotional support and moderate learning difficulties



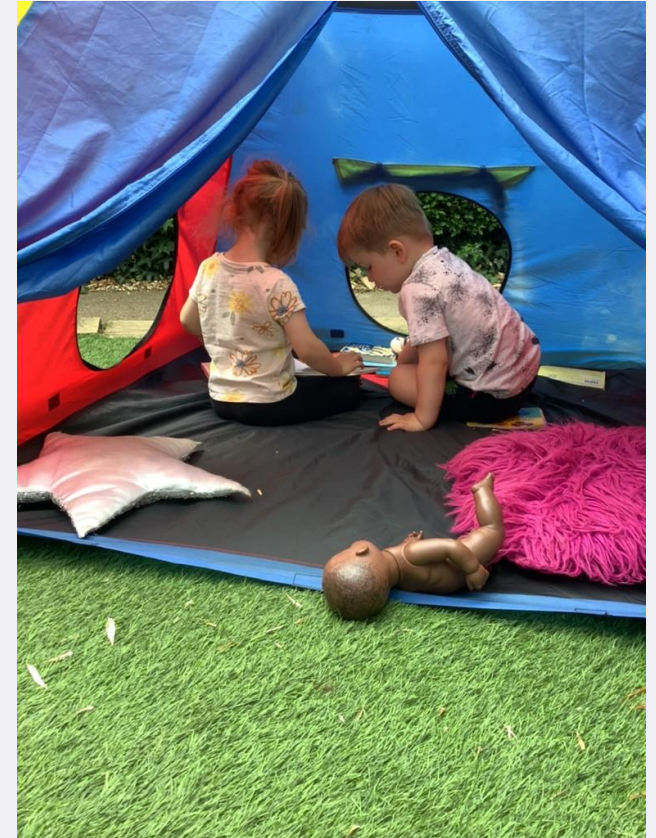
What should I do if I think my child has Special Educational Needs?

Firstly, don't panic or worry or keep your thoughts to yourself.

We are here to listen and support you in any way we can.

Talk to your child's key worker, to our Special Educational Needs coordinator Deb, or to Jackie, our teacher. We will be able to talk through your concerns, offer guidance and help you to seek appropriate support if needed.

You may also want to speak to other professionals such as your GP or your health visitor



How does the nursery know if a child needs extra help?

At Ronald Tree we have a professional, confident team of practitioners. Pupil observation happens all of the time and we use these observations to assess progress and attainment against national guidance documents.

If a pupil is working at a level significantly below expectations for their age or is not showing progress in particular areas of development, we may assess them using more focussed tools such as the Developmental Profile provided by our Special Needs support service or a Communication and Language toolkit created by 'Every Child a Talker'

We often ask parents to complete these alongside us as we know children show different abilities in different situations.

We will always talk with families before drawing any conclusions on whether or not a child needs additional support in the nursery.





How will both school and I know how my child is doing?

We will have an early discussion with families and regular meetings and catch-ups after that. These conversations will ensure that:

- Everyone develops a good understanding of the child's strengths and difficulty
- We take into account family concerns and any recommendations by professionals
- Everyone is clear on the agreed outcomes for the child

Parents are also invited to chat to staff and key workers on a daily basis as they drop off and collect their child.

Observations are shared on Tapestry. Parents are strongly encouraged to share their views of the child on here too

School will continue to observe your child and assess their progress towards individual objectives.

How will the curriculum be matched to my child's needs?

Your child will be able to access all areas of the curriculum at Ronald Tree.

We follow the 'Graduated Approach' – this means we follow a cycle of: Assess-Plan-Do-Review

If your child is identified as having SEND, we will provide support that is 'additional to or different from' our regular differentiated provision.

Your child will have their own targets and may work with one of our SEND staff team members. This work could involve extra support in the classroom or one to one or small group work in our quiet room.

Depending on need, some children may remain in our younger, quieter Teddy Bear room to ensure their safety and well-being needs are met

Where external agencies are involved, we work closely together with them and your family.

Ongoing observations guide us throughout.

Whatever stage of their learning journey they are on, support will be given at their pace and level of need to help them progress to the next step.



How are the school resources allocated and matched to the child's need?

We have a team of SEND practitioners who work closely with our pupils with SEND and their families. We also offer training to all of the practitioners and provide opportunities to share good practice.

The team are trained to support a number of individual needs and Jackie, our qualified teacher adapts planning and objectives in light of observations. She has allocated time outside of the classroom to complete this work.

We work very closely with the LA Special Needs Support Service and are advised by the LA Speech and language team who provide individualised objectives and guidance for individual pupils.

In 21-22, several of our pupils received Higher Needs Funding from the LA which enabled us to provide staff and resources.

We are fortunate that we have a separate 'quiet room' where we can take children for small group work and one to one tasks away from the hustle and bustle of the main nursery rooms.



How does the school judge if the support has had an impact?

Children's progress will be assessed against age related expectations three times during the year. Assessments which are broken down into smaller stages (Portage assessments, speech and language assessments and Tapestry assessments) may be used for these children to assess their progress more appropriately.

Some pupils with SEND will have an Individual Play Plan with their objectives on there. These are reviewed termly as part of our cycle and new targets are set. However, all of the staff here follow a 'Planning in the moment' approach – so we don't wait until a termly review to move children forward if we can see their targets have been met.

We complete focus child reports and further Tapestry observations on our pupils to track progress and engagement.

The head teacher, Deb, reports on the progress of our pupils with SEND three times a year to our Governing body.



How will my child be included in all of the learning opportunities at Ronald Tree?

All children have access to the range of activities in nursery. All children mix with one another during the nursery session, choosing their own friendship groups and activities.

Children identified as having SEND may engage in small group work with an Early Years Practitioner in which those children without SEND may be included in the group to encourage social skills or cognitive development.

During special 'events' such as trips out or visitors coming in to the setting, we will work with families to ensure as much participation as possible – by asking a family member to join us for example. However, the child's well being is of ultimate importance to us and we may decide together that some events could overwhelm a child and offer an alternative.

Safeguarding procedures are in place to ensure the safety of all children.

Those children with additional needs are supported to develop alternative means of communication such as pictures or sign to express their emotions.

All children are treated respectfully and inclusively.

Our school Accessibility plan can be found on our website. We are a one storey building with appropriate access to all areas.



What training and expertise do the staff have?

All key workers at Ronald Tree are Level 3 trained

Jackie and Deb are qualified teachers with many years of experience between them

7 practitioners completed DFE funded Early Years training which included guidance on inclusion and Communication Friendly Settings to support those children with less verbal language

We have regular staff meetings with SEND as our focus and discuss individual strategies and support in our weekly planning meetings

One member of staff has level 2 British Sign Language and training in the use of cochlear implants

How accessible is the school both indoors and outdoors?

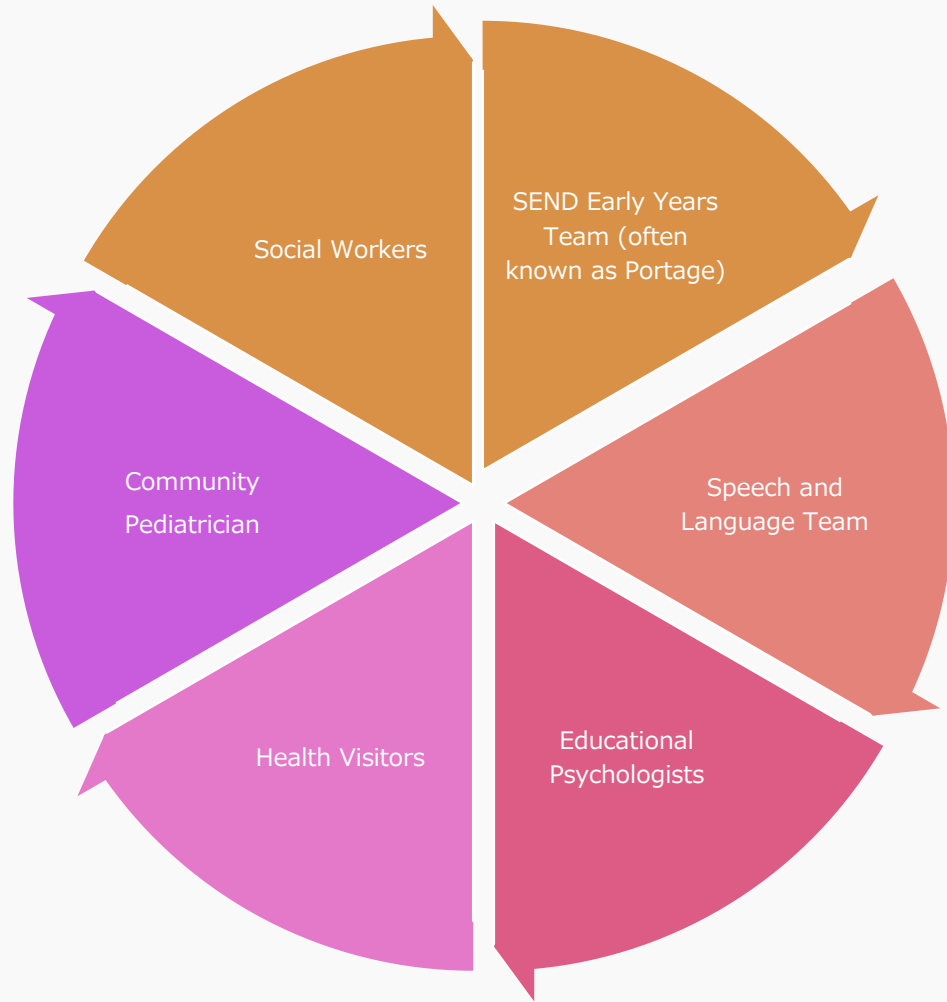
The building is on one level with doors of appropriate width for wheelchairs

The school has a disabled toilet for adults, child sized toilets for the pupils, including one with a support rail

Where specialist equipment is needed, the nursery will liaise with parents and outside agencies to secure this and may access specific funding

All children are actively encouraged to use the outdoor provision which is fully accessible and visually risk assessed each day





**What
specialist
services do
the school
work with?**

How will the school support my child when transferring schools or classes?

Prior to children starting nursery, key workers carry out home visits where parents can discuss any concerns

Parents may need to stay with their child for initial settling-in sessions and the length of time can be adjusted to suit individual need

Staff talk with families when it's time to move a child from one room to another. Children make several visits to their new room and meet their new staff

Reception teachers from primary schools may visit in the summer term to meet the child and talk to staff

Staff from Ronald Tree will hold transition meetings with the new schools and share the SEND support plan for your child with the new team

Visits to the new setting are encouraged





Families should always approach their key worker with any complaint or for more information.



If more help is needed, speak to Deb, the head teacher or contact Nikki Glazebrook – our chair of Governors.



A copy of the school Complaints Policy is available on our website or from the school office

**Who can I
contact for
further
information or
if I want to
complain about
SEND
provision?**

The Local Offer

Email address: Localoffer@northamptonshire.gov.uk

Website:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Service description:

The Local Offer is a website which publishes information about services available for children and young people (aged 0-25) with special educational needs and disabilities.

Services on the website include: health services, schools, social and leisure activities, social care services, finance and funding, parent support groups, early years settings, specialist housing, specialist equipment, employment, transport and more.

