



## SEND Information Report September 2018

The Special Educational Needs and Disability Regulations 2014 require us to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the school for more information.

### How do we provide for children with Special Educational needs and Disabilities?

We are an **inclusive Nursery School** and support all children within our main provision and with the benefit of small groups, individually and with the expertise of our staff.

Our key workers are all **skilled in Identifying** children with special educational needs as early as possible, and ensuring that their needs are met. They build close relationships with children and families from their home visit and through settling into Nursery life.

Through this process and through our **individualised approach** staff share an open dialogue with families about the needs of each child.

We have an 'in the moment' planning approach which means staff identify the next small steps for each child as they play and support them to achieve them.

Staff support children to develop confidence and self-esteem and to be fully involved in their learning by being partners in their play.

We ensure **parents and families are engaged in effective communication** about their child's SEND and are kept fully informed about any actions or developments with other partners.

As a Nursery we are **proactive in liaising with all partners** in the process to enable us to improve our provision.

We promote effective partnership and involve outside agencies when appropriate who give advice to our experienced staff and meet with families at Nursery.

We ensure that the policy is **used in conjunction with our Child Protection and Safeguarding Policy**

We **evaluate the effectiveness** of our provision for pupils with SEND. Each half term our SENCO, our Deputy Headteacher meets with our Headteacher to discuss and plan the actions and next steps needed to support our children with SEND.

In partnership with families additional support plans are reviewed at least once a term. The **SENCo facilitates links** between education, health and social care to ensure appropriate early provision and well planned transition into their next step of education.

The four themes of Early Years Foundation Stage always inform our work.

**The unique child** - every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive relationships** - children learn to be strong and independent through positive relationships that are warm, loving, supportive and consistent, and foster security and belonging.

**Enabling environments** - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

**Learning and development** - practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning: playing and exploring, active learning, and creating and thinking critically.

### **How do we identify and assess children with SEND?**

Our School adopts the graduated approach cycle of 'Assess, plan, do review'

#### Assess

We gather information to create a full picture. This includes information from families, other Nurseries and other professionals, our observations, termly assessments and discussions with families on home visits, daily conversations with families and between staff and shared through our online learning journey called Tapestry.

#### Plan

The information gathered is used in partnership with families to identify areas to target for development which might mean a regular one to one or small group language activity or modelling and encouragement to develop particular physical skills in our challenging garden.

#### Do

The plan for development is written in an additional support plan and added to Tapestry so all staff know what to focus on with the child so it is supported consistently.

#### Review

We do continuous observations, termly assessments and SENCO updates as a staff to think about progress. In partnership with families we discuss areas of progress through combining Home and Nursery experiences and identify shared next steps. These reviews take place at least three times a year.

## **How do we identify if children have communication and interaction needs?**

### **How do we cater for them?**

Children with communication and interaction needs may have difficulty in **expressing themselves**, in **understanding** language, and with **interacting** with others and the world around them.

Children need help to acquire language skills in order to develop their thinking as well as their ability to communicate.

Some children with communication and interaction difficulties will have had their needs identified at a very early age and may already be receiving support. For many children needs may not become apparent until they enter a nursery when the difficulties begin to impact on learning.

We may identify that a child has a communication or interaction need by Nursery and their Family observing if they need help with some of the following:

#### ***By 2 years the child needs support for at least one of the following:***

Understanding	Understanding and following simple instructions in context, eg 'come for snack'
Speaking	Spontaneously naming common objects which interest them, eg car, bird. Copying expressions they hear a lot, e.g. "All gone!" "Oh dear!"
Listening & attention	Enjoying nursery rhymes and trying to join in with actions or sounds by copying
Interaction	Being aware of other people's feelings – for example to look concerned if hears crying or to look excited if hears a familiar voice. Take turns in a simple 'conversation' Pointing to draw attention to things of interest

#### ***By 3 years the child needs support for at least one of the following:***

Understanding	understanding simple instructions involving a choice of two people or objects, eg "Give the car to James" "Give the ball to Annie"
Speaking	Joining 2/3 words together with meaning, eg "Daddy car" "Mummy gone" Being understood by familiar adults
Listening & attention	Recognising and joining in with songs and actions, eg 'The wheels on the bus' Concentrating on an activity of their own choosing for a short period of time

**By 4 years the child needs support for at least one of the following:**

Understanding	Understanding position words, 'in' 'on' 'under' eg "Put Teddy under the chair" Answering 'who', 'what', 'where' questions about a story
Speaking	Talking about ownership, eg "My teddy" "Jack's car" Using simple pronouns correctly e.g. 'I' 'me' 'you' Being understood by unfamiliar adults Talking about what s/he has been doing
Listening & attention	stopping and listening to an adult who has called their name and then refocus on their original activity
Interaction	including another child in their play sequence and talking to them as they do so, eg seeking out others to share experiences

**We provide for children with communication and interaction needs by our staff being a role model of language and building on the early sounds and spoken language children have.**

Our staff have received specialist language training including ELKLAN, WELLCOMM and Makaton.

Our key workers of our 2 year olds complete WELLCOMM assessments and activities on all of their key children so their needs can be identified and supported as early as possible.

Staff wear a set of visual symbols on necklaces and timeline resources are used to support the children. The staff also use now and next boards.

All staff support the children to develop their speech through modelling and responding to their vocalisations. They support the children to develop their sentence construction by modelling key language in context and in small groups and one to one situations. They facilitate children to learn, respond and communicate with each other.

Staff complete Speech and Language Therapy programs with their key children in a quiet place perhaps alongside a friend who can model key language for them as well.

The staff use Makaton to help the children communicate their needs such as milk or water.

The staff communicate with sensitivity to every child

**How do we identify if children have cognition and learning needs?  
How do we cater for them?**

Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in developing play skills, understanding concepts and acquiring basic literacy or numeracy skills.

Some children with learning difficulties, particularly those with severe or profound and multiple difficulties, will have had their needs identified at an early age and may already have received support. For many children needs may not become apparent until the child enters a group setting for the first time.

**We provide for children with cognition and learning needs**

**By 2 years the child needs support for at least one of the following:**

Date & age

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Copying / Pretend

imitating some everyday routines eg using a mobile phone, washing the car

Problem solving

Retrieving out of reach toys or other objects

Memory

remembering where familiar things are kept and how to find them

Concepts

building 3 blocks, scribbling on paper

Social

bringing a book or toy to share with an adult

Curiosity

filling and emptying containers.

**By 3 years the child needs support for at least one of the following:**

Copying / Pretend

developing simple sustained play with dolly/teddy eg eating, drinking, sleeping

Problem solving

operating a mechanical toy, for example turning the knob on a wind up toy, pushing a button to open a flap

Memory

spontaneously singing some of the words and actions of a familiar rhyme

Concepts

matching pictures of familiar objects in play

Social

watching others play and joining in briefly

Curiosity

participating in a range of creative activities eg exploring and experimenting with sensory materials, musical instruments, using paint etc.

**By 4 years the child needs support for at least one of the following:**

Copying / pretend

joining in make-believe play with other children

Problem solving

suggesting using sticky tape to mend a torn book,

choosing an appropriate tool to dig in the sand

Memory

recalling 2 or 3 pictures/objects hidden in a memory game

Concepts	understanding size difference, eg selecting the bigger or smaller object or picture when asked
Social	demonstrating concern towards others who are upset, for example offering a favourite toy, patting arm or back
Curiosity	showing a curiosity about how things work, how things feel, how things sound etc.
<b>By 5 years the child needs support for at least one of the following:</b>	
Copying / pretend	imitating adult roles, eg dressing up for dramatic play
Problem solving	choosing appropriate resources when making things
Memory	retelling or demonstrating something that happened in
<p>We focus initially ensuring all children are secure in the prime areas – communication and language, physical development, personal, social and emotional development.</p> <p>We enable the children to access all areas of learning environment.</p> <p>Our children act as role models to each other and they aspire to climb up the climbing wall, for example.</p> <p>We think about how we support the children as learners</p>	

**How do we identify if children have Social, Emotional and Mental Health needs?  
How do we cater for them?**

Children who have difficulties with emotional and social development may find it hard to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. These behaviours may reflect mental health issues such as anxiety or depression. Some children have medically unexplained conditions like being reluctant to speak. Some children will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism or pervasive development disorder that impact upon their mental health and social and emotional wellbeing.

**By 2 years old the child needs support for at least one of the following>**

Making relationships	Giving a positive response to a familiar adult, eg turning, looking and smiling when spoken to. Engaging in social interaction e.g. bringing a toy to a familiar adult to show and share
Self confidence &Self awareness	Taking pleasure in exploring objects Indicating his/her own needs e.g. banging or bringing a cup to an adult to indicate they would like a drink
Managing feelings & responses	Using their key person for 'emotional refuelling', eg happy to explore activities but looks for key person for reassurance.

**By 3 years old the child needs support for at least one of the following:**

Making relationships	Sharing/turn taking with an adult in a simple activity that they enjoy, eg rolling or kicking a ball back and forth Giving a positive response to a familiar adult
Self confidence & self awareness	Separating from main carer with support of their key person (alternatively may show no sense of care in separating from main carer) Showing interest in the play of other children alongside them whilst sustaining their own. E.g. watching with interest what other children are doing in the water play whilst continuing their own exploration
Managing feelings and responses	Cooperating with age appropriate familiar expectations in relation to the routines of the setting, eg sitting to have a drink at the snack table Sitting in a small group (3-4 children) with a familiar adult for more than 3 minutes doing an activity that interests and excites them e.g. songs and rhymes

**By 4 years old the child needs support for at least one of the following:**

Making relationships	Engaging in positive interactions with other children in a structured situation, eg talking to other children whilst playing and joining in a group activity
Self confidence & self awareness	Responding positively to a variety of adults, eg feeling confident to approach any adult in the setting for help

The staff use the well-being and involvement to identify children who may need support in this area.

In one to one and group situations staff help the children to explore feelings, use yoga, relaxation and nurture the key worker relationship

**Sensory and physical needs**

Sensory and physical needs

Many children with hearing difficulties will have their needs identified early and will access the Sensory Support Service. Children may have a temporary hearing loss affecting one or both ears that may fluctuate or may be permanent. Some children benefit from a hearing aid(s) or other amplification devices.

Some young children may have needs that go unrecognised until they reach a group setting or are expected to undertake tasks that require them to use hearing skills in a different context. It is also possible for some children to acquire a hearing loss. This could be caused through illness or accident or might be because they have a progressive condition or a condition that has a late onset. The most common cause of temporary and fluctuating hearing loss in childhood is commonly known as 'Glue Ear'.

Many children with visual difficulties will have their needs identified early. Some young children may have needs that go unrecognised until they reach a group setting or are expected to undertake tasks that require them to use visual skills in a new way.

Visual difficulties range from mild through to severe. Some children will have their vision corrected by spectacles; a child should be considered to have a visual difficulty only if additional educational provision is required to access learning.

Deaf blind children have a combination of hearing and visual needs. Other children with multi-sensory impairment may not have a combined clinical diagnosis of visual and hearing loss but present as having substantial developmental delay in responding to sensory stimuli. Children with multi-sensory impairment usually have their needs identified at a very early stage. Occasionally multi-sensory needs may occur as a result of an accident, trauma or a progressive syndrome in an older child, for example Usher syndrome, Alstrom syndrome. Some children also have additional difficulties.

Support and advice from a range of professionals is essential to meet the complex nature and pattern of needs displayed by these children.

Some children with physical difficulties will have had their needs identified at an early age and may already have received support. For others, needs may not become apparent until the child enters a group setting and they impact on his/her learning.

Many children with physical needs require minor adaptations to the learning environment that would be considered as reasonable adjustments under the Equality Act 2010. For some this is the only support that is needed, they do not need additional SEN support. Where children have a diagnosed progressive physical condition, eg Duchenne muscular dystrophy, it is important to plan and prepare early for later needs.

**We provide for children with sensory and/ or physical needs.**

Large and fine physical funky fingers

Modify the environment to help with any sensory issues; eg use of ear defenders, avoid glare and harsh lighting, provide a quiet area for the child to withdraw to

We provide children with experiences which they may find challenging and new to support their needs.

We seek support from the Occupational Therapy Team.

We evaluate the effectiveness of our SEN provision in the following ways:

We evaluate our SEN provision in the following way:

Our Governors scrutinize the progress of children with SEND which involves learning walks and looking at the data.

Our key workers have Progress meetings with the DHT to share and identify next steps

Our families meet with the SENCO and key workers regularly to identify next steps and evaluate additional support plans.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

The Key worker and SENCO and if allocated Learning Support Assistant work together with families to agree additional support plans and meet with other professionals.

Additional Support Plans are reviewed at least termly.

The name of our SEN Co-ordinator is(SENCo) : Cath Evans (Deputy Headteacher)

Listed below are the names of staff members possessing additional expertise related to SEN:

Name: Heather O'Reilly

Job role: Learning Support Assistant

Expertise: Autism Spectrum Disorder

Name: Wendy Riley

Job role: Nursery Nurse

Expertise: Supporting development of children's early language. ELKLAN trained. British Sign Language and Makaton trained

Name: Cathy Andrews

Job role: Nursery Practitioner

Expertise: Language development. Makaton trained

Name: Barbara Royle

Job role: Nursery Nurse

Expertise: Language development. Makaton trained

In addition, we use the services of the following specialists:

- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Portage
- Health Visitors
- Child Development Unit

Stockport's local offer, , can be found using the following link:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>