



HOYLE NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

At Hoyle we provide for all Special Educational Needs and Disabilities in accordance with the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs Code of Practice 2015. The School has a Special Educational Needs and Disabilities Policy which supports this document.

<p>What is the provision for Special Educational Needs and Disabilities at Hoyle Nursery School?</p>	<ul style="list-style-type: none"> -Children with an Education, Health and Care Plan -Children with needs identified as, <ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and /or Physical Needs -Children with Autistic Spectrum Condition -Children with speech and language delay -Children with emerging difficulties which become evident as they develop from a very young age <p>Hoyle Nursery School has a Resourced Provision with 6 places for children with complex social, communication difficulties and associated needs.</p>
<p>How do we identify and assess pupils with special educational needs and Disabilities?</p>	<ul style="list-style-type: none"> -Special Educational Needs and Disabilities Policy and Procedures. -Children are visited at home or in their setting. -Information taken from School application and induction. -Discussions with parents prior to admission. -Monitoring, tracking and assessment procedures. -Early Identification Procedure and removal of barriers to learning. -Involvement of Special Educational Needs and Disabilities Coordinator. -Support and intervention strategies. -Assessment data to identify progress and attainment. -Educational Psychologist involvement in assessing individual need. -Referral and liaison with Speech Therapy. -Request to the Local Authority for additional support (SEND Early Years Panel) or for a statutory assessment to be made (Education, Health and Care Plan). -Termly Joint Planning Meetings with Local Authority/outside agencies. - Planning Meetings and Reviews. -Detailed Transition Meetings and arrangements.
<p>How do we consult with Parents of children with Special Educational Needs and Disabilities and involve them in their</p>	<ul style="list-style-type: none"> -The School has an open door policy promoting information sharing on a daily basis with key workers and other staff. -Home visits and visits to the setting arranged by the SENDCO and planned visits to school for prospective parents. -Home-School Diary to aide communication. -Parents are informed of any support their child is receiving and are given

<p>Child's education?</p>	<p>regular feedback on their child's progress.</p> <ul style="list-style-type: none"> -Parents are encouraged to share information and work together with the school, their key worker and other agencies. -Strategies and resources are shared with parents to support the child's learning and development at home. -Parents are invited to termly Progress Meetings with written Reports to share their child's progress and attainment. -Individual Development and Learning Plans are shared and reviewed with parents at least termly and next steps are agreed. -Parents are invited to the initial Planning Meeting and subsequent Review Meeting with all agencies. -The School facilitates a Peer Support Group. -School consults with all parents and involves them in their child's education through the School Prospectus, Home-School Agreement, Admission and Induction Pack, Questionnaires, Newsletters, Website, Home-School Events, Parents' Forum and representation on the School Governing Body.
<p>How do we consult with children with Special Educational Needs and Disabilities and involve them in their education?</p>	<ul style="list-style-type: none"> -Children talk about their learning and the next steps are discussed in groups and individually. -Learning Journeys are shared with the children and children use them to comment on their learning. -Children's views and comments are recorded on the termly progress reports. -Children's spontaneous comments are captured in speech bubble format. -Children use alternative communication such as the use of visual symbols, choice boards, communication books and signing. -Teaching and learning evaluations and the review of children's progress demonstrates children's strengths and areas to target. -Use of children's interests and motivators.
<p>How do we assess and review children's progress towards outcomes and how do we work with Parents and young people as part of this assessment and review?</p>	<ul style="list-style-type: none"> -Children's progress against the curriculum and individual targets is tracked and monitored on a daily/weekly basis. A range of assessments are used in response to the Children's levels of development including Baseline and Basic Skills. -The School carries out termly Progress Meetings and Reports for all children including those with Special Educational Needs. -Half termly analysis of progress and attainment data is used to monitor children with Special Educational Needs to ensure progress is in line with their peers. -Outside Agency advice and feedback is incorporated into the Individual Development and Learning Plans. -Individual Development and Learning Plans are reviewed regularly with staff and evaluated on an ongoing and half termly with Parents and Children to reset objectives. -There is ongoing liaison with parents to inform and share school strategies and how children can be helped at home. -Children with EHC Plans have an initial Planning Meeting and Review Meetings termly involving all professionals. -There is a link Governor for Special Educational Needs who is Kathryn Walker and Reports are submitted to the School Governing Body.

<p>Ho do we support Children in moving between phases of education?</p>	<ul style="list-style-type: none"> -The School has an extensive Transition Programme in place for children joining the School, moving within the School and transferring to other schools or settings. For children with Special Educational Needs and Disabilities the School provides; -New Parents Information Session -Home Visits,- Liaison with other Agencies -Visits in their current setting as appropriate - Bespoke visit appointments for prospective children -Bespoke Induction and Settling Procedure -The children have settling sessions within the next age phase within School supported by the Key Workers -Key worker hand overs to share information -Transition information shared with parents at the Progress Meetings and introduction to next key worker -Transition Meeting involving parents and other agencies for children transferring to Primary School -Accompanied visits offered for parents to prospective Primary School -Invite to Reception Class Teachers to visit the child ready for transition -Staff support children with settling visits in the next School -Comprehensive Transition Records for all children -Close links with local feeder schools
<p>How do we approach the teaching of children with Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -The School's policies for Teaching and Learning are fully inclusive. -The teaching of children with Special Educational Needs and Disabilities is fully inclusive following the structure of a continuous provision environment. -The balance of adult led and child initiated learning is carefully balanced with differentiated planning, individual strategies and personalised learning. -Children are provided with large and small group work with individual 1-1 support as appropriate. -Children with Special Educational Needs and Disabilities have individual provision maps to illustrate entitlement of provision and resources including staffing. -The SENDCO works with the Teachers and TAs to set up, plan for and monitor individual strategies. -The Class Teacher oversees the provision and daily delivery of the teaching of children with Special Educational Needs and Disabilities. -All Teaching Assistants are able to work with all children irrespective of their individual needs. -The School uses a Quality First Teaching Approach with specific approaches embedded into practice, such as picture communication systems. -All staff have experience of working with children with a range of Special Educational Needs and Disabilities with high quality continuous professional development. -The School and staff specialise in working with children with speech and language delay, communication difficulties, autism and complex needs.
<p>How do we adapt the curriculum and learning environment for children with</p>	<ul style="list-style-type: none"> -The School provides outstanding teaching and learning, with planning and activities carefully differentiated to meet individual needs. -The Every Child a Talker Strategy is embedded into practice alongside a Well Being and Involvement Strategy and other interventions.

<p>Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -Staff are skilled in a range of approaches and strategies to support children's access to learning. -Routines are responsive to individual needs. -The School promotes sensory approaches, visual strategies, hands on learning, signing, objects of reference, picture exchange, visual timetabling, choice boards and communication books. -Adult support is used in variety of ways to ensure individual needs are effectively met. -Specialised equipment and resources are provided to support children's communication and sensory needs where appropriate. -The physical environment is fully accessible indoor and outdoor and adapted in response to individual needs. -Home-School Diaries are used to promote communication with parents ensuring adaptations can be made in response to children's needs.
<p>What expertise and training do staff have to support children with Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -Staff are very experienced, well trained and have a breadth of knowledge and understanding of Special Educational Needs and Disabilities. -Specialist training is prioritised to ensure best practice to meet the needs of individual children. -Staff take part in In Service Training, training with external agencies, and all staff complete the 'Introduction to Autism' and Strategies for Classroom Support' provided by the Bury Primary Learning Collaborative. Several staff are trained in 'Team Teach'. -Staff have the opportunity to work across age phases, with a range of children and develop expertise. -Staff work together and consistently support and observe the practice of colleagues to meet the specific needs of children. -Staff work with the SENDCO and other professionals to develop their knowledge and skills. -Staff Appraisal is linked to children's progress and staff take part in observations to develop their practice. -Staff contribute to the evaluation and next steps of Individual Learning and Development Plans.
<p>How do we evaluate the effectiveness of provision made for children with Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -Progress towards the key priorities of the School Improvement Plan are reviewed termly and shared with Governors and Staff. -The SEND Action Plan is set in response to areas for development. -Termly meetings with the Link Governor for Special Educational Needs and Disabilities to discuss provision, practice and children's progress. -Policy and Procedure are reviewed annually taking into account feedback from stake holders. -Analysis of progress data shows that children with SEND make at least good progress and in line with their peers. -Interventions and strategies are monitored to ensure children's targets are appropriate and effective. -All aspects of provision for Special Educational Needs and Disabilities are covered within the School's monitoring and evaluation structure.

<p>How are children with Special Educational Needs and Disabilities able to engage in activities with children in School who do not have Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -The School ensures a fully inclusive curriculum which extends beyond the School day. -Provision and practice are adapted and responsive to individual needs to ensure all children can access all activities. -Children with Special Educational Needs and Disabilities are fully integrated so that they can learn and play together with other children. -The environment is designed to ensure that children with SEND can play and learn alongside their peers through the use of a range of communication and visual strategies, full access to Continuous Provision, and effective deployment of staff.
<p>How do we support the emotional and social development of children with Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -The School has Behaviour Management and Anti-bullying Policies which are shared with parents on admission. -All children have a Key Worker to provide secure and trusting relationships. -Children’s views are gathered in a range of ways appropriate to their age and individual needs. - The School has a strong focus on promoting the children’s well being and involvement and works with parents and other agencies to remove any barriers to learning and development. -The School promotes positive behaviour and celebrates children’s achievements through a range of activities including the 10 Golden Rules. -Circle Times promote children’s social and emotional development, self-esteem and confidence. -The curriculum is planned to ensure that children are socially aware and respect and celebrate individual differences. -Children are encouraged to tell someone if they are being treated in an unkind or unfair way. -Patterns of behaviour and interactions are monitored as appropriate. -There is a robust Safeguarding Procedure in place to support the needs of children and families. -Staff are well trained in behaviour management, safeguarding and systems for promoting the children’s well being and involvement.
<p>How do we involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations in meeting children and young people’s Special Educational Needs and Disabilities and supporting their families.</p>	<ul style="list-style-type: none"> -The School is involved closely with a range of partners. -The School has a robust Early Identification Procedure. -The School actively works with parents and partner agencies to support the assessment of children’s learning and development needs. -There are direct links with the Speech Therapy Service, Educational Psychology Service, Special Educational Needs Team, Portage, Children’s Disability Team, Social Services, Children’s Centres, Health Visitors, Occupational Therapy Service, Physiotherapy Service, Sensory Needs Team. -The School is a Resourced Provision Facility for the LA and is recognised for its expertise in the provision for children with communication difficulties and Special Educational Needs and Disabilities. -The LA is involved in termly Joint Planning Meetings and Planning and Review Meetings. -The School works with the LA Additional Needs Team making referrals as appropriate. -The School has good links with the Child Development Centre particularly in relation to multi-disciplinary assessments.

	<ul style="list-style-type: none"> -The School employs a part-time Family Support Adviser to assist with the involvement of other agencies including Social Care and services to provide further support for families. -The School refers and signposts to Bury Parent Partnership and the Specialist Health Visitor.
<p>Arrangements for handling complaints from parents of children with Special Educational Needs and Disabilities about the provision made at the School.</p>	<ul style="list-style-type: none"> -The School has an open door policy which ensures daily communication with Key Workers, the SENDCO and Senior Staff. -Children's needs and well-being is a priority and parents are encouraged to share their views. -The School communicates in a range of ways to meet parent and child needs including face to face contact, Telephone calls, Home-School Diaries, Opens Sessions, Review Meetings and Parent Groups. -The Induction Procedure is comprehensive and the communication pathway is clear so that any concerns or queries are dealt with promptly. -The School Complaints Procedure is displayed for parents and is available on the School Website. -The School has a Link Governor for Special Educational Needs and Disabilities. -The School would inform and seek advice from the LA as appropriate.
<p>What are our arrangements for supporting children who are looked after by the LA and have Special Educational Needs and Disabilities.</p>	<ul style="list-style-type: none"> -In addition to the above there is a Looked After Children Designated Teacher Rachel O'Neil and Link Governor, Lindsey Hales. -The School is aware of differing arrangements for parental responsibility and seeks consent from the LA and or parents/carers in any decision making. -The School works with the LA Head Teacher for Looked After Children, Social Worker and other professionals to contribute to Education, Health and Care Plans. -The School provides an Individual Development and Learning Plan for Looked After children with Special Educational Needs and Disabilities. -Transition arrangements are robust. Transition meetings with other Schools and Settings are held and ensure relevant arrangements are in place.
<p>Special Educational Needs and Disabilities Policy</p> <p>Accessibility Plan</p>	<ul style="list-style-type: none"> -The School has Policies for Special Educational Needs and Disabilities, Anti-bullying, Behaviour Management, Single Equality and Safeguarding. -Hoyle is an inclusive School encouraging a whole school approach to SEND by fostering a positive attitude, working in partnership with parents and agencies and having a strong focus on early identification and intervention. -We ensure that all children are provided for through the Early Years Foundation Stage Framework and have access to a relevant, broad, balanced and appropriately differentiated curriculum. -The School has an Accessibility Plan which details provision for disabled children.
<p>Who do I contact about Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> -The Special Educational Needs and Disabilities Coordinator is Rachel O'Neil. -The Head Teacher responsible for Special Educational Needs is Rachel O'Neil. -The Link Governor is Kathryn Walker. -The School contact number is 0161 761 6822. - Information about the Local Offer is published on the Local Authority website, www.theburydirectory.co.uk