



# Supporting children with Special Needs and Disabilities

Lane Head Nursery School

## Local Offer

September 2018



### Our Vision

*" To uphold and promote our **Christian values** by creating a **welcoming, vibrant, happy** school where the **wellbeing** of our children and families are placed at the **heart** of everything we do.*

*Through **fun, creative** teaching, we aim to actively **engage, inspire** and enable our children to **flourish and succeed**, having discovered a real **love for one another, for life and for learning.***

At Lane Head Nursery school we use our best endeavours to support **all** 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. It was written in consultation with other professionals and parents and is in line with the Code of Practice 2014. The four broad areas of need are communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

***We believe that every child has the 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 policy, 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, with whom we work in partnership, to involve and empower them to support their child's learning and development.
- Will work 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 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 SEN Support plans and intervention programmes.

### Who are the best people to talk to in the nursery about my child's Special Educational Needs or Disabilities?

- ❖ Your child's **Group Leader**. This is the person that your child will get to know best in nursery. You will be able to speak to them on a daily basis regarding any concerns you may have or achievements that your child has made.
- ❖ Our SEN team support children through providing one to one or small group interventions.
- ❖ Our **Family Support Advisor**. **Mrs Karen Picken** supports the wellbeing of all of our families.
- ❖ Our **Special Educational Needs Co-ordinator (SENCo)**, **Mrs Sally Kruczek**, supports all staff to closely monitor the progress of children with Special Educational Needs and Disabilities and monitors the impact of teaching interventions. She is also responsible for liaising with other professionals to make sure that children's needs are identified and appropriately addressed.
- ❖ Our **Head of School**, **Mrs Deb Walton** and **Executive Head**, **Mrs Cathy Draper** have overall responsibility for the children at Lane Head Nursery.



### How can I let the Nursery know I am concerned about my child's progress?

- ❖ If you have concerns then please speak to your child's group leader as soon as possible. You can also ask to speak to the SENCo or Head of School.
- ❖ If you have raised concerns in the past with other professional such as GP, doctor, Health visitor, Children's centre or a previous setting then please let us know so we can meet your child's needs quickly.
- ❖ If your child has an identified special need before joining the school please talk about it at your child's home visit. We can then plan your child's transition into nursery.

We understand that if your child does have Special Educational Needs it can be a worry for you and from time to time you may feel anxious. Please do come and see us at any time.



### How does the Nursery identify Special Educational Needs and how would they let me know?

- ❖ We track all children's progress against the Early Years Foundation Stage Development Matters guidance. This supports us in assessing whether a child's development is in line with what would be expected for their age and stage.
- ❖ Staff observe children daily in all situations and share these observations through reflection meetings which include members of the nursery SEN team.



- ❖ If we feel your child's progress is falling significantly below that of other children of the same age and /or that that your child needs support that is 'additional to' or 'different from' the provision for most other children in order to access the curriculum, we will share our concerns with you. This meeting would involve yourself, your child's group leader and Mrs Kruczek the Special Needs Co-ordinator. We would then identify our next steps together.

My child's Special Educational Needs and/or Disabilities have already been recognised. How will you help my child's transition into Lane Head?

- ❖ In most cases, where a child's special educational needs and/or disabilities have been recognised in a previous setting, a transition meeting would be held in the term before your child was due to start at Lane Head. This is a meeting where information is shared by parents, staff from each setting (usually the Special Educational Needs Co-ordinators) and any outside professionals that support a child's development. This meeting would help us to build up a picture of your child's needs and make sure that appropriate support is in place as soon as possible. It is also an opportunity to organise any additional visits to the nursery that your child might need before starting at Lane Head.
- ❖ We also make a Home Visit to all parents and children before they begin at Nursery. This would involve your child's Group Leader and our Family Support Advisor coming to meet you and your child in familiar surroundings.
- ❖ Transition into nursery takes the pace and time that best suits your child. We recognise that you know your child best and will work with you at all stages of transition.



### What are the different types of support available in Nursery?

- ❖ We use our best endeavours to make sure that every child gets the support they need through high quality teaching.
- ❖ We organise our daily activities with the children's needs in mind by differentiating tasks and activities and by using resources suited to your child's learning needs and style.
- ❖ We have small intervention groups to develop particular skills.
- ❖ All staff support children in their daily routine in the nursery setting.
- ❖ Where possible, and according to need, we can offer periods of one to one support.
- ❖ We take advice from other professionals and outside agencies to ensure that we are meeting your child's needs and that this is based on best practice



### How do you decide the level of support my child needs?

- ❖ Our school motto is **"Every Day, In Every Way, Everyone Matters."** We believe that early intervention to meet a child's needs is extremely important with regards to their future progress and achievement.
- ❖ Each child is a member of a family group of thirteen children led by a Group Leader. This adult is responsible for ensuring that the needs of each child are met through quality adult interactions and playful learning. Children are also supported by all of the other adults in every area of the Nursery.
- ❖ In some cases some children are identified as needing more tailored support. This may become evident through our initial screening of children's understanding of what is said to them and how they communicate with others. It may also be recognised that a child's progress is falling significantly below that of other children of the same age when we track against the Early Years Foundation Stage Development Matters Curriculum. A child may have significant sensory or physical needs which require additional support. We also monitor children's well being and levels of involvement. Some children may move to Lane Head with the support of other professionals and outside agencies already in place.
- ❖ The level of support a child receives is dependent on what stage of the process they are at; this is called the graduated response.
- ❖ When a concern is identified, children are supported through differentiation and high quality teaching by their Group Leader. They may also be supported by involvement in an intervention group which targets the identified need of a small group of



children. This may also involve further assessment and support from one or more outside agencies, for example Speech and Language Therapy, our Educational Psychologist or Early Years SEN teacher

Children will be closely monitored throughout our Graduated Response through the 'Assess, Plan, Do, Review' process including providing interventions tailored to individual need in order to gain good outcomes:

- ✓ **Assess:** to gain a clear picture of the child's needs. These assessments may also be supported by outside professionals working with the child.
- ✓ **Plan:** An agreement with teacher, SENCo, parents and child on the interventions and support to be put in place, with expected outcomes and date for review.
- ✓ **Do:** The class teacher is responsible for working with the child, guiding interventions by other staff and how they can be linked to classroom teaching. The SENCo supports further assessment of need and advises on further support.
- ✓ **Review:** To monitor the effectiveness of support and interventions and the impact on progress, and planning for next steps

Initially this cycle may be through our Early Response. Where progress continues to be less than expected a child may be recognised as having a Special Educational Need and moved to SEN Support. Parents are always fully involved in this process. This will include more closely targeted intervention work and, if appropriate, a proportional increase of one to one support.

- ❖ At SEN Support level, children's targets and support will be outlined in an SEN Support Plan. Families are involved at every point of this process and joint review meetings are held to measure the impact of the support given and to plan any future targets.
- ❖ For children who require a high level of support, we may request Nursery Top Up funding from the Local Education Authority.
- ❖ For high needs children who will require ongoing future support, a statutory assessment towards an **Education, Health and Care Plan** may be requested.

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

- ❖ We work in close partnership with parents and all decisions are taken jointly. If we have concerns about your child's progress we will arrange a meeting to discuss these with you and find out whether you have similar concerns at home. We might talk about how your child interacts with you or any brothers or sisters, the kinds of play they enjoy most and the words they use to communicate with. We would decide together which additional support would most benefit your child.
- ❖ Where appropriate we would then decide to write an SEN Support Plan together. This sets simple developmental targets and identifies the ways in which your child would be supported to reach these targets. You would be provided with a copy of the plan in order to support your child's learning at home.
- ❖ We will then hold 8 - 10 week review meetings to discuss your child's progress and achievements and set new targets. Staff will be monitoring your child's progress each day and adapting learning opportunities accordingly.
- ❖ With your permission we may seek to engage the involvement of outside agencies whose expertise best suits the needs of your child. This might include the Speech and Language Therapy Service, Early Years Advisory teachers who specialise in identifying and supporting children with additional needs, Health Visitors or an Educational Psychologist.
- ❖ You may also be offered further assessment for your child through "Team Around the Child" which is a multi agency team based at the Children's Development Centre in Shelfield. Following any further assessments we would work closely with you and any outside agencies to ensure that your child receives the best and most appropriate support that we can provide.
- ❖ We hold Keeping in Touch meetings each term which are an opportunity for parent and Group Leader to discuss each child's development and share their Learning Journey with each other.
- ❖ Parent workshops provide an opportunity to find out more about the early years curriculum at nursery and ways in which to support your child. These include areas such as makaton, early literacy, communication and language and behaviour management. We are always interested in parents' suggestions for future workshops.
- ❖



## Who are the other people providing services to children with Special Educational Needs and Disabilities in our nursery?


It is the SENCo's job to bring all the services together that your child may need. The main services we use in school are:

- ❖ An Educational Psychologist (EP)-a professional who can provide support and advice in assessing your child's development.



- ❖ Speech & Language Therapists- who work with parents and staff to help children learn to communicate.
- ❖ Early Years SEN teachers (EY SEN Teacher)- An early years specialist Special Educational Needs teacher
- ❖ Rushall Inclusion Advisory team.
- ❖ An Occupational Therapist- a trained professional who can advise and help children to carry out the activities of everyday life,
- ❖ A Physiotherapist - a health professional who specialises in physical and motor development.
- ❖ Qualified Teachers of the Hearing Impaired- advise schools and support children with hearing loss
- ❖ Qualified Teachers of the Visually Impaired - advise schools and support children with visual impairment.
- ❖ Team Around the Child based at the Child Development Centre (CDC)- A centre in Walsall with medical and educational workers
- ❖ A Community Paediatrician- A doctor who specialises in working with babies and children.
- ❖ Health visitors

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

- ❖ Our Special Needs Co-ordinator (SENCo) leads a very experienced team of practitioners who are trained to support children with a wide range of communication, developmental, physical or social and emotional needs. The SENCo supports all Group Leaders in the assessing and monitoring of children and advises on next steps to ensure that they make good progress. In particular, the SENCo closely monitors the progress of children with Special Educational Needs and Disabilities and monitors the impact of teaching interventions. She is also responsible for liaising with other professionals to make sure that children's needs are identified and appropriately addressed. Our SENCo attends regular training and forum workshops to keep up to date with all new requirements, procedure and training opportunities for Nursery staff. 
- ❖ We have a very experienced and enthusiastic staff who recognise the individuality of each child. They have continued to develop their knowledge through training and working with children with a wide range of educational, physical, social and emotional needs. Specific training has included: Autism awareness , Communication and Language, WellComm, Colourful Semantics, Makaton, The Resilient Child (emotional development), Team Teach, Language for Learning, Early Talk Boost, NELI language training
- ❖ We have an SEN team, members of whom may work one to one with individual children or through small intervention groups to develop specific areas, for example, communication and language. These are often based around Support Plan targets or other identified developmental needs.
- ❖ Our SEN team have worked alongside Speech and Language Therapists, Occupational Therapy, Physiotherapists, Specialist



teachers for Visual Impairment, Educational Psychologists and our advisory SEN teacher. We welcome professionals into school and work alongside them in order to be able to continue appropriate programmes of work for individual children.

- ❖ Staff use some Makaton signing with all children to support language and communication and we introduce a new topic themed word each week. One member of staff is a trained Makaton tutor. There are makaton symbols throughout the nursery to support communication.
- ❖ We have a dedicated Early Years SEN advisory teacher from the local authority with whom we often consult with regard to children's progress and support. When able, this teacher will also consult with parents at reviews including transition review meetings.
- ❖ We also have a dedicated Educational Psychologist (EP) who will visit the nursery on request to observe and assess pupils. Both the EP and advisory teacher offer advice to both nursery and home. If we feel we need to involve outside professionals, this will be discussed with you before any referrals are made.
- ❖ A Speech and Language therapist works across our federation of schools for the equivalent of 8 sessions per term. She advises on and works with children with speech, language, and communication needs.
- ❖ Our Family Support Advisor is an experienced member of staff who works closely with children and their families. She is also responsible for monitoring our children's wellbeing in school.
- ❖ Access to the advice and support of a Health Visitor

#### What specialist resources does the nursery use to support children with Special Educational Needs?

- ❖ We make or purchase a range of bespoke resources to support children with Special Educational Needs and disabilities in Nursery. These include a visual timeline in all areas of the nursery, makaton symbols, positive prompt symbols (Good looking, Listening, Sitting, Waiting, Thinking), Work Stations, photographs, sensory toys and a sensory area including cause and effect toys
- ❖ We have a range of ICT equipment available to help motivate children and access to learning such as ipads, Whiteboard, programmable toys.
- ❖ A quiet area with fewer distractions for supporting the development of listening and attention skills.
- ❖ We are able to access support and resources from outreach centres when specialist equipment is required.



#### How accessible is the nursery environment for your child?

- ❖ As a school we are happy to discuss individual access requirements.
- ❖ Facilities at present include:
  - a disabled toilet and shower area,
  - ramp access to the building,
  - a hearing loop system,
  - disabled parking space and hand rails to the front door.



### How will the nursery review my child's development?

- ❖ All children's development is tracked and next steps are identified and planned for.
- ❖ SEN Support plans are continually monitored and a review meeting will be held between 6 to 8 weeks. Mrs Kruczek, our SENCo, will invite parents and other professionals who may be involved to the meeting where we can discuss the progress your child has made, the impact of interventions and outline next steps. If needed, then another SEN Support plan is created.
- ❖ We also aim to gather an understanding of how your child feels about coming to nursery and the provision we provide. This is done in a way that we feel best suits the individual child, for example, through a recorded conversation and/or using pictures.



### How is nursery provision adapted for my child with Special Educational Needs and Disabilities?

- ❖ At Lane Head Nursery the inclusion of every child is at the centre of all we do. We aim to continue providing outstanding early years provision through our "can do" approach and are always looking for ways to improve our exciting learning environment to meet the needs of all of our children.  
Our environment has key features that promote inclusion:
  - A defined structure to the session to help children know what comes next and to be able to cope when changes occur; a visual timeline of each part of the day supports this.
  - Accessible, labelled and well maintained resources; children know where to find the things they need.
  - A "story corner" as a base to explore from
  - Space for children to move around and between furniture
  - Adults who are aware of the individual needs of children and how to support them



- Visual communication systems such as photographs, Makaton signs and symbols and visual timelines in each area.
- 'Free flow' between indoors and outdoors during our child initiated 'Worktime' sessions.
- ❖ If it is recognised that a child requires additional adaptations to the environment this will be discussed with families and other professionals in order to best meet the needs of that child.

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

- ❖ Involvement in all aspects of their child's learning journey at Lane Head
- ❖ An open door policy; practitioners will always make time to listen to parents
- ❖ Our Family Support Advisor provides practical support and advice.
- ❖ We can signpost parents to sources of additional specialist support teams such as Health Visitors, Parent Partnership and Family Support services.



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

- ❖ We will hold a transition meeting with parents, key staff from the future school or setting and other professionals who are involved, to identify ways in which we can ensure the move is comfortable and consistent for your child. It is an opportunity for you to talk about your child and any concerns you might have about the move. The next school will have a published Local Offer which should provide you with the information you need about provision.
- ❖ Other ways in which we support transition are
  - An invitation to your child's next teacher to come and see your child at Nursery
  - To request a photograph of your child's next teacher to keep in the story corner so that they feel more familiar with them.
  - Where possible, and if needed, we support the visits that they and you make to their next setting
  - Ask for additional visits if it is felt they are needed.
  - Do lots of activities in Nursery to make transition for all children as smooth as possible.
- ❖ As part of Short Heath Federation, we are closely linked to Rosedale Infant School. A member of the nursery staff will join the new reception intake at Rosedale for a short period of time in the first half term to help all children settle smoothly.
- ❖



## Where can I find further information and support?

- ❖ Staff at school will always be willing to signpost you to further information.
- ❖ Further information regarding the Walsall Local Offer and other services supporting children with Special Educational Needs and Disabilities are available at [www.mywalsall.org](http://www.mywalsall.org) Click on the section for parents.
- ❖ The Information, Advice and Support Service (SEND). This service provides information to parents and carers of children and young people. They are also able to put parents in touch with other local and national organisations. Contact them by phone 01922 650330 or by email at [iassend@walsall.gov.uk](mailto:iassend@walsall.gov.uk)



## What can I do if I feel my child's needs are not being met?

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

- ❖ Mrs Deb Walton, Head of School
- ❖ Mrs Cathy Draper, Executive Head teacher of Short Heath Federation
- ❖ Mrs Lesley Foster, Governor with responsibility for SEND
- ❖ Other professionals working with your child such as a Speech and Language Therapist or Health Visitor



Parents were consulted on their opinion of SEND provision at Lane Head before this document was updated. Here are some of their comments and opinions, including ideas about the presentation of information:

- **Were you able to work with nursery to identify and support your child's needs?** *Yes, I couldn't be happier with the support. We have always been able to work with school in terms of my son's needs. The support has been fantastic. I had wonderful help and support in order to understand my son's EHCP.*
- **Do you know which members of staff are working with your child and what they do?** *Yes, I was kept very informed.*
- **Knowing the best people to talk to in nursery:** *I can talk to anyone I need to.*
- **Opportunities to meet with people from other agencies:** *We have met all the external agencies and they are extremely approachable and supportive. Yes, very supportive.*



- **Transition to your child's next school:** *I know we'll work together step by step. I know what will happen.*

You said	So we will...
You would like the chance to meet informally with other parents of children with additional needs	Further develop our Federation parent support group in the Autumn term through our new Nurture, Guidance and Support Team.

**Thank you to all parents who gave their time to the process of consultation.**

What do the children with Special Educational Needs at Lane Head Nursery have to tell us?

- They are happy in school
- They can name friends that they have in Nursery
- They know that adults will help them
- They can name or point to a wide range of areas and activities that they enjoy.

### **Glossary of Terms used above**

AS	Autism Spectrum
AT	Advisory Teacher
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYSEN	Early Years Special Educational Needs team
EYFS	Early Years Foundation Stage
HI	Hearing Impaired

IEP	Individual Education Plan
FSA	Family Support Advisor
LSA	Learning Support Assistant
OT	Occupational Therapy
SLCN	Speech, Language and Communication Needs
SALT	Speech And Language Therapy
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
TAC	Team Around the Child
VI	Visually Impaired