

Gloucester Nursery School
Special Educational Needs and Disability (SEND) Information
2 and 3 year Nursery Provision
2022-23

Introduction:

Gloucester Nursery School is an **inclusive** school committed to meeting the needs of **all** children including those with special educational needs and disabilities.

Welcome to our SEND information report which is part of West Northamptonshire Local Offer for learners with SEND. All governing bodies of maintained schools have a legal duty to publish information on their website about the policy implementation for children with SEND. This information is updated annually. The Inclusion Policy is also included on our website and this was updated and agreed by Governors in October 2014. The Policy has been reviewed in November 2017 and in June 2020.

We welcome your comments to continue to improve this report so please contact – Lisa Jeffery – Headteacher and Special Educational Needs Coordinator (SENCo).

As an inclusive nursery school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included children with:

- Autistic Spectrum Disorder.
- Global delay.
- Communication and Language difficulties.
- Hearing impairment.
- Visual impairment.
- And physical disabilities.

What is our SEND Support profile to date?

From the cohort 2022 - 2023, the SEND profile shows 10 children identified as having SEND. 8 of these children receive High Needs Funding, most of which was applied for after starting at the nursery. One further child was granted High Needs Funding in August 2023 and this will support them as they move into G3. One child joined us with an EHCP and by the end of the academic year 3 further Education, Health and Care Plans were awarded. 18 referrals to Speech and Language were made.

The 8 children receiving High Needs Funding have needs linked to the following groups (some children may fall into more than one category).

- All of the children have difficulties in the area linked to communication and language (including speech and language difficulties and problems with social interaction such as autism).

- The majority of children have difficulties in the area linked to cognition and learning
- A few have sensory and or physical needs.

Children's Progress and Attainment:

- All children are assessed throughout their time at nursery. They are assessed using a range of information gathered through observations and information from parents/carers. Nursery practitioners take photographs and complete observations (using Tapestry) of the children involved in significant learning events which are shared with parents. The Headteacher and teacher track progress termly and use this information to inform practice.
- All children are entitled to the whole of the early years curriculum. It is important that we focus on support, scaffolding and helping children to overcome barriers to their learning. Assessment focuses on what the child can do, and what the barriers to their learning are. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. Development Matters and Birth to 5 Matters provide top-down views of how children develop and learn. The seven areas of learning are:

Prime Areas:

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.

Specific Areas:

- Mathematics.
- Literacy.
- Understanding the World.
- And Expressive Arts and Design.

Progress:

- Based upon starting points, children on the SEND register make **outstanding progress** due to personalised learning and excellent support received from practitioners. This is seen in the progress they make towards their personalised targets. There is also an increase in the amount of children with SEND meeting end of year expectations, although due to the needs of the children there is a significant gap between children with SEND and the rest of the cohort.

The school's policies for identifying children with SEN and assessing their needs:

The Code of Practice 2014 defines SEN as follows:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty if he or she:

- **has a significantly greater difficulty in learning than the majority of others the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.’**

If parents have concerns about their child before they start Nursery they should discuss them with the Headteacher (also Special Education Needs Coordinator) prior to the child starting school. Discussions with nursery staff during a home visit prior to the child starting school can also take place. If the child has already started nursery and parents are concerned about their progress please discuss concerns with the child’s identified practitioner, who will, if necessary discuss their concerns with the Headteacher.

The school’s arrangements for assessing and reviewing children’s progress towards outcomes.

- All children are observed by nursery practitioners on a daily basis. This informs an initial baseline assessment.
- All children’s learning and development is monitored over the year.
- Practitioners liaise daily with children’s parents/carers to share crucial information about progress made as well as identifying any potential developmental concerns.
- Parents are contacted if the child is not making expected progress in line with age-related expectations. Parents will be requested to give consent for closer monitoring.
- If there are concerns about a child’s progress, or if a child needs additional support, this will be identified early with necessary actions implemented by identified practitioners.
- If a child is identified as having SEND, practitioners will provide support that is **‘additional to’** or **‘different from’** the differentiated approaches and learning arrangements normally provided as part of our high quality, personalised teaching intended to overcome the barrier to a child’s learning. All vulnerable learners are included on a detailed whole school provision map which outlines and monitors all additional interventions across the school. The Northamptonshire SEND Portage Early Years Development Profile is used to track support learning and development for children identified with SEND.
- When providing support that is additional to or different from the Nursery we engage in a four stage process – **Assess, Plan, Do and Review**. (Assessment of Needs: Plan targets for the child, carry out the targets and

review the targets). Monitoring of targets will be on-going and a review meeting is held with parents every half term.

- The vast majority of staff at Gloucester Nursery are qualified early years practitioners Eg. graduates (teacher, Senior Family Worker) or Early Years Practitioners (Level 3). All staff work together to support children regardless of their family worker group and those children identified with complex needs receive interventions such as one to one support. Other children work in small nurture groups with members of staff on a regular basis.
- If the child has previously attended another early years setting, the school will contact this previous setting to gain information about prior progress and needs.
- For some children, practitioners use an Early Help Assessment to identify support required and to establish which individuals or agencies need to be involved.
- If parents have concerns or think their child may have additional and/or a special need that has not already been identified, then an appointment can be made to discuss any concerns with the Headteacher.

How the school evaluates the effectiveness of its provision for children with SEN

- A baseline assessment is carried out at the beginning of the intervention. This provides a point of reference for measuring progress made by a child and an outcome will also be set.
- Regular reviews will take place to ensure that the intervention is having the intended effect. The interventions used will be those that are proven to make a difference for most children. Adjustments in the frequency or intensity of support will be made. Should difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with parents consent.
- With parents agreement, some children with very complex learning needs may be assessed by the Local Authority and provided with an Education Health and Care Plan. Children with Education Health and Care Plans have termly review meetings and also statutory biannual reviews where all professionals involved in that child's learning will meet with the child and parents/carers to revise their needs and set new targets.

How adaptations are made to the curriculum and learning environment for children with SEN

- The school recognises that children are at different stages in their learning and also learn in different ways.
- The school curriculum is accessible to all children. The curriculum is differentiated.

- Practitioners plan on a regular basis to meet all children's needs through a differentiated approach, which is evaluated by all staff working with children to record their individual achievements.
- Both formal and informal assessment and careful data tracking systems ensure children's individual needs are met.
- All practitioners are skilled in recognising children's individual learning styles.
- The school is an inclusive learning environment and all children are included in all activities including school trips. When necessary extra adults and parents/carers will be invited to support us during activities and outings.
- The nursery has good facilities.

Children with SEN are enabled to engage in activities available with children in the nursery school who do not have SEN

- All children at the nursery mix with one another during the main nursery session.

Support for improving emotional and social development, including extra pastoral arrangement for listening to the views of children with SEN.

- Children's emotional and physical well-being is of paramount importance as is the safety of all children and adults in the school community.
- The school has robust and effective safeguarding and child protection procedures. The school has nominated individual governors for safeguarding and child protection.
- The school has 2 designated safeguard leads (DSLs) that have the responsibility for the safeguarding of all children at the school.
- Attendance and punctuality are closely monitored to ensure all children are receiving their full entitlement of nursery education.
- Procedures are followed when administering medicines (see Policy for Administering Medication in School). This ensures a consistent and safe approach to the administration and documentation of medication on-site with the child's well-being highlighted as of paramount importance.
- There are adequate numbers of members of staff who are first aid trained including accredited Paediatric First Aid Training.
- All children are treated respectfully and inclusively.
- The child's voice is listened to and valued by all staff and is a prominent feature throughout the school.
- Daily group times are planned to provide the opportunity for all children to share their thoughts, ideas and positive experiences.
- Children are fully involved in their learning. Photographs and observations are shared with parents/carers via the IT package Tapestry on a regular basis. The children's displays reflect their achievements and learning.
- The school promotes positive behaviour for learning from all children.

Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise is secured.

- The Headteacher has a qualified teacher status and have made a clear commitment to work with nursery-age children.
- All support staff are highly experienced and appropriately qualified to work in the early years.
- The school is committed to the on-going professional development for all staff.
- The majority of staff have received training relating to early communication (I can). One member of staff has attended Derbyshire Language Training. Most members of staff have attended in-house basic training and some staff know and use basic sign language as well as Picture Exchange Communication Systems (PECS). Training needs are reviewed as staff teams change and there is a personalised CPD approach.
- A variety of external agencies may be involved in supporting your child including the Local Authority's Specialist Support Service, the hearing impairment team, speech and language therapists and physiotherapists and Educational Psychologists.
- Any involvement from outside agencies requires signed permission from the child's parents/carers unless there are exceptional or extenuating circumstances.
- The child's parents/carer would be involved at every stage of the process. This ensures a holistic approach is taken in the child's learning and development.
- The school has a behaviour policy that is understood by all staff and suitable to the ages of the children . This ensures a consistent approach to behaviour management and staff use positive strategies to diffuse and de-escalate challenging behaviour.
- The nursery has been awarded the nationally recognised **Inclusion Mark (2010), (2013) and (2016)**.
- All staff and governors at the school are aware of the Equality Act 2010. This legislation places specific duties on schools and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act to make 'reasonable adjustments.'
- The definition of disability in the Equality Act included children with long term health conditions such as asthma, epilepsy and cancer. Children and young people with such conditions do not necessarily have Special Educational needs, but there is considerable overlap between disabled children and those children with SEND.
- When necessary all staff will be involved on specialised training for administering medication, for example, when children have conditions such as epilepsy and diabetes. Health Care Plans, risk assessment and personal evacuation plans are completed.

Information about how equipment and facilities to support children with special educational needs are secured.

- The whole of the building is on one level.
- School corridors are wide enough to support wheelchairs and walking aids.
- The learning environment is re-organised to support individual children's needs.
- The school has a disabled toilet
- When specialist or a high level of staffing support is required to support a child with special educational needs, our school will fund this as additional SEN support up to £500 per annum for each individual child. Thereafter if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs funding. The school, will, wherever possible purchase, buy or borrow specialist equipment.

How are parents/carers involved in the school? Arrangements for consulting parents of children with special educational needs and involving them in their child's education

- The school is committed to parental involvement and has a clear philosophy that parents/carers are children's first and most enduring educators.
- The school has parent governors.
- The school invites multi-agency colleagues and specialist services into school to talk to parents/carers about how they are able to support children that attend the school.
- Parents of children with additional and/or special education needs are invited to attend regular meetings (every 6-8 weeks) to discuss their child's progress – this consists of evaluating their targets, and setting other targets.
- For children with additional and special educational needs, information is shared daily through Tapestry between the nursery practitioner and child's parents.
- The school provides home learning ideas to involve parents in children's learning and development every term.
- Over the course of the year, the school holds parent consultations where parents/carers can attend to review their child's progress and achievement with an identified member of staff.
- Parents/carers are encouraged to contribute to the development of documentation of a child's learning journey through their time at Gloucester Nursery School.
- The Headteacher (SENCo) is happy to meet with parents/carers to discuss specific issues about their child.

Arrangements for consulting children with SEN and involving them in their education

- All children are involved in celebrating their achievements and reflecting on their learning and development throughout the year.

Arrangements for supporting children in moving between phases of education and preparing for effective transition

Joining the school from the home environment or another early years setting:

- Parents/carers are invited to look around the school.
- The school will contact the child's previous early years setting to gather information about the individual.
- Parents/carers are offered a home visit prior to their child starting nursery. This enables school staff to meet the child and their parents/carers in the home environment to form a positive relationship from the onset.
- Children and parents are invited to a stay and play session prior to their start.
- The school has an embedded staggered entry system for all children, which ensures consistent and smooth transitions between home and the school.
- All children and their parents/carers are allocated an identified practitioner who supports the transition.

Transitioning To Foundation Stage 2 in Primary Schools:

- At the end of the nursery year (Foundation Stage 1) all Foundation Stage 2 teachers (reception class teachers) are invited to the nursery to meet the children or else speak to Family Workers via the phone or via Zoom. This is an opportunity for the child's identified practitioner to share the child's strengths, successes as well as areas for development with the receiving Foundation Stage 2 teacher.
- Transition meetings are held prior to the transition period and feeder schools are invited to them. The children are often invited to attend play sessions at their new schools.
- For those children with special educational needs and disability, individual transition meetings are organised by the Headteacher, with parents and other relevant external agencies in order to share information and successful strategies with each other.
- Transition at Gloucester Nursery School is recognised as a strength by neighbouring primary schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.

- If there are any complaints relating to the provision for children with special educational needs these will be dealt with in the first instance by the child's identified practitioner within the nursery and then by the Headteacher then if unresolved by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

For further information about the school please contact 01604 762251.

Links to useful web pages: Northamptonshire Local

Offer:

[Education - Local Offer | West Northamptonshire Council
\(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/education-local-offer)

Parent forum group:

[NPPG Northants Parent Forum Group](https://www.westnorthants.gov.uk/parent-forum)

Educational Psychology Service:

[Educational Psychology Service | West Northamptonshire Council
\(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/educational-psychology-service)

Education Entitlement Team:

[Attendance and behaviour support for schools - West Northamptonshire -
Schools and education](https://www.westnorthants.gov.uk/attendance-and-behaviour-support-for-schools)