

Stoneygate Nursery School

SEND Information Report: 2020-21



Headteacher: Mrs Christine Branscombe

SENCO: Mrs Anna Peachy

SEND Governor: Miss Sarah Howard

Stoneygate Nursery School Local Offer: www.stoneygate-nursery.co.uk

Stoneygate Nursery School is a 112 place, LEA maintained setting, based in the centre of Preston. We provide quality Early Years education for children from the age of 2 years in 'Little Gems' and 3-and 4 years in 'Jewels'. Our Ofsted judgement is good.

Stoneygate Nursery School is federated with Appletree Nursery School, Lancaster. The Head Teacher, SENCO and School Bursar work across both settings. A buddy system ensures staff development and that good early years practice is shared between the settings.

Our SEND governor has special responsibility for special educational needs and disability (SEND) and works with and advises the SENCO, parents and staff. The SEND Governor attends SEND training sessions.

Stoneygate Nursery School is open Monday to Friday from 8:30am to 3pm. We offer places for children to attend for 15 free hours per week and accept children who are entitled to the 30 free hours. We offer either morning sessions 8.30-11.30am, afternoon sessions 12-3.3pm or 2 ½ day options (beginning or end of the week). Additional hours can also be purchased for 2-4 year olds. A healthy lunch cooked from St Augustine's School is available for children who stay all day.

At Stoneygate Nursery School, we have a qualified teacher who provides support in both nursery classrooms. There is a ratio of 1:4 adults to children in Little Gems (2 year room) and 1:13 in Jewels (3-4 years). Staff are highly skilled in meeting the needs of all children and particularly those with SEND. We make adaptations to the environment and curriculum to address the individual needs of children with SEND. All nursery staff attend regular training in First Aid and Safeguarding and have attended courses on behaviour management and Makaton to support language and communication development through signs. A large proportion of the nursery staff are bi-lingual to support both parents and children.

Provision made for children with Special Educational Needs and/or Disability.

At Stoneygate Nursery School, we welcome all children as unique individuals. We are committed to offering an inclusive practice where every child is valued and aim to ensure that the individual needs of all our children are provided for.

Accessibility

At Stoneygate Nursery School, we aim to make reasonable adjustments for adults and children with a disability, so that they can be fully involved in and benefit from being part of our services. On starting at nursery, an environmental audit may be completed with advice from SEND Services to assess the provision and suitability of resources for a child with disability. Individual children may be supplied with specialist equipment from an occupational therapist, such as a specialist chair or walker. The nursery will make reasonable adjustments to accommodate the child's individual needs and specialist equipment and nursery staff will receive training as appropriate. The nursery is wheelchair friendly and the continuous provision, both indoors and outdoors, is reviewed regularly and designed to be accessible by all children. Most of the nursery

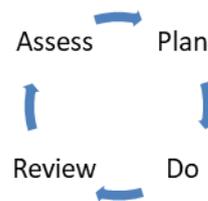
furniture is movable and height adjustable to accommodate walkers or wheelchairs. A personal exit and evacuation plan (PEEP) will be written for children and adults with a disability to find safe routes of exit in the case of an emergency.

Administration of medicines and personal care

If your child needs to take medication in school please speak to your child's keyworker as you will be required to fill in a Health Care Plan which outlines the correct dosage and administration method of medication needed. This includes inhalers and creams used for eczema. All staff are trained in Paediatric First Aid. Staff will receive specific training regarding conditions affecting individual children which require medication as appropriate (e.g. Epipens). All parents are asked to sign a personal health form and will be informed if any personal hygiene care has been undertaken.

Identification and Assessment of children with Special Education Needs.

Underpinning ALL our provision at Stoneygate Nursery School is the graduated approach cycle of:



Assess: At Stoneygate Nursery School, we have a robust assessment system in place that uses a combination of different data collection processes. We use the skills of practitioners to observe and collect information, along with professionals and parents, to inform how we plan and set up the nursery environment both indoors and outside.

At Stoneygate Nursery School, we follow the Early Years Foundation Stage (EYFS) curriculum and use the Target Tracker to collect data, which informs our planning for whole nursery and for individual children. In addition, we use the WellComm Speech and Language Toolkit to assess children's level of speech and language development. For children with SEND we may also use the developmental journal or early years support materials. We work closely with our federated school to ensure our assessment is moderated and accurately reflects children's progress.

All keyworkers are responsible for observing, monitoring and noting the progression of their key children. This is analysed by the assessment co-ordinator and SENCO termly to ensure all children receive the support they need. All staff have a secure knowledge in child development and are aware of key milestones typical for a child's age. Through our clear assessment processes, staff can identify and highlight any possible areas of concern, such as speech and language delay, so that early interventions and 'catch-up' activities can be put in place as part of our graduated response. Interventions may include WellComm intervention activities, Early Talk Boost, Sensory activities and Forest School activities.

Plan: The nursery team plan collaboratively providing continuous provision and enhancements to address the interests and needs of the children. Children with an additional need have Targeted Learning Plans (TLPs) which address specific targets which are planned for either in group sessions or on a 1:1 programme of activities. TLP's are written and reviewed by the SENCO in consultation with parents, keyworker and other professionals.

Do: All staff work with every child and are aware of targets set for children with SEND. Children learn through a play based environment. Staff are highly skilled and qualified to adapt play to individual needs and use a range of strategies such as WellComm, individual and targeted small groups. Specific programmes will be implemented by keyworkers and SENCO.

Review: Progress of all children is reviewed at least once a term and shared with parents. Children with SEND have reviews every half term with the SENCO, parents and keyworkers. We consult with children and their parents, to ensure that all our additional provision addresses children's needs as fully as possible.

The Stoneygate Nursery School **SEND Policy** outlines the stages of SEND from Wave 1 (Universal), Wave 2 (Catch-up / Interventions) and Wave 3 (Complex needs). This determines our provision and the processes that are put in place to support children with SEND.

Some children with SEND have more complex needs and require the support and advice from other professionals and agencies, such as speech and language therapy, occupational / physio therapy and the Paediatric service.

Children with more complex needs will need a CAF (Common Assessment Framework) to ensure that we work within a multi-agency framework and have a clearly outlined review process using Team around the Family (TAF) meetings with specific actions and outcomes.

Consulting with children and their parents

All nursery practitioners ensure that the child is at the centre of all decisions by listening to 'their voice', i.e., their strengths, abilities, interests, needs and motivations. Personal provision maps may be drawn up to monitor the resources, interventions and progress of individual children with SEND.

Parents are always involved in decision making and their views are shared. Parents are invited to contribute to TLP's and to attend meetings to share information about their child e.g. TAF meetings which may include other involved professionals.

Involving parents and children in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Team around the Child Meetings	Staff and Parents	At least, termly with reviews and actions identified
Parent Questionnaire	Parents and Staff	Annually
Learning Journeys	Children and Parents	Throughout the school year
Formal and informal parent meetings	Parents and keyworker	Termly / As required throughout the school year
What to expect when materials shared with parents	Parents, children and keyworker	Termly

The SEND Governor is kept up to date with the nursery's SEND provision and SEND data is reported to Governors by the SENCO through termly meetings.

School visits and trips

At Stoneygate Nursery School, we believe that children learn best through first-hand experiences. School visits and trips are planned to be inclusive and appropriate support will be given to children with SEND. We have an Educational Visit Co-ordinator who will complete a detailed risk assessment for all school trips. Permission is obtained from all parents and additional adults / volunteers will accompany staff on outings to safeguard our children. Children with SEND are supported on a one to one basis as necessary.

Transition

Starting nursery

We encourage all parents to visit our nursery prior to starting with us and have play sessions so that children have the opportunity to meet keyworkers and play in the nursery environment. An induction meeting takes place to give general information to parents. We offer a home visit with SEN Information Report May 2020 Stoneygate Nursery School

keyworker and/or SENCO. This provides opportunities for parents to ask questions about nursery, to share any concerns they may have about their child and discuss any additional needs, including any other professionals who may be supporting the child. Bilingual support is offered and help with the completion of paperwork, as appropriate. We will facilitate a phased start at nursery if required and will work closely with parents to do this in a sensitive way. We will liaise with external professionals if your child has a known disability or special educational need.

Transition from nursery to school

At Stoneygate Nursery School we aim to make the transition from nursery to Primary School as positive as possible. We have strong links with our local feeder schools and invite Reception teachers to visit the nursery and support children’s visits to school. We enhance the role play area with school uniforms, bookbags, stories and photographs etc to prepare the children for change. To support children with SEND, a detailed and structured transition plan may be may written, in conjunction with parents and the school’s SENCO, to agree additional support during this time of transition. This may include extra play sessions or a more graduated settling in period depending on the individual child’s needs. With parent’s consent, the SENCO / Reception Teacher from the new setting would be invited to attend TAF meetings and TLPs and other reports may be shared with the new setting to provide background information about the child. A ‘One Page Profile’ (OPP) will be completed by the parents, with nursery support, to communicate important information, ways of communication, support strategies and aspirations of the child to the new setting. This is mandatory for children with an EHCP.

If a child is transferring to a nursery or a school further afield, the SENCO will liaise with the SENCO / Teacher at the new setting and share relevant background information with parent’s consent.

Staff Development

We are committed to developing the ongoing expertise of our staff.

Initials of person	Area of expertise
AP	Bed Honours. MA Early Years. Autism experience. SENCO clusters. Completing SENCO award
CW	Qualified Teacher.
All staff	Speech, Language and Communication – Early Language Development Programme
All staff	Basic Makaton training
All staff	WellComm
All staff	Phonics Phase 1
All staff	Early Years Mathematics
All staff	Characteristics of Effective Learning
SH	Forest School Training
SM	What is Autism?

Development Plans for 2020-21:-

- To develop our assessment systems using the Early Years Target Tracker, to ensure that impact analysis and planning for needs is as informative and helpful as possible.
- To develop the teaching and learning environment to meet the changing offer of the school, including two year old provision and changing patterns of attendance – to improve outcomes for all children.

- Effective tailored professional development for staff so they are well skilled to meet changing offer of the school – including 2 year olds and changing patterns of attendance for children.

Arrangements made by the Governing Body in relation to the treatment of complaints from parents of children with SEND concerning the provision made by Stoneygate Nursery School.

If a parent / carer has a concern or wishes to discuss something about their child's provision, they should initially speak to their child's key person. If concerns have not been addressed then an appointment should be made to speak to the Class Teacher, SENCO or Head Teacher. All concerns are taken seriously and most will be sorted out quickly either by putting things right or by explaining the Nursery's actions. If a parent / carer is not satisfied with how we have responded, they may wish to put their complaint in writing to the SEND Governor. At Stoneygate Nursery School we have a complaints procedure to make sure we respond to complaints in the best possible way, as quickly and as effectively as possible. Further details may be found on our **Complaints Policy**, which is available on the nursery website or from the Nursery Office.

At Stoneygate Nursery School, we seek to signpost children with SEND and their parents with special educational needs organisations and services that can provide additional support. An example is the Lancashire County Council, Family Information Network Directory (FIND) which produces a directory of services and a quarterly newsletter. Details can be found online at Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

For further information please look at our website which has links to the SEN policy, Provision map and Local Offer for Special Educational Needs and Disability.

Relevant school policies underpinning this SEND Information Report include:

- Admissions Policy
- Accessibility Plan
- Local Offer for SEND
- Single Equality Policy
- Special Educational Needs and Disability Policy

Legislative Acts taken into account when compiling this report include:

- SEND Code of Practice 2015
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Review date: May 2021

Appendix

School entitlement offer to children with additional needs and/or disabilities	
Type of SEND for which provision is made	Type of support
<p>Communication and Interaction Needs:</p> <p>e.g. Autistic Spectrum Disorders Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> ● Language rich environment with highly skilled staff who engage children in positive interactions ● Flexible provision enhanced with children’s interests mean that children are highly engaged in their learning and development ● Visual timetables ● Makaton is used to enhance speech, language and communication by all staff ● Staff training is reviewed annually and reflects a high level of expertise in speech, language and communication ● We use WellComm assessment toolkit to evaluate progression and develop individual interventions ● Small targeted speech and language interventions eg Early Talk Boost. ● ICT is used to support teaching and learning and remove barriers to learning ● Support and advice from speech therapy colleagues and referrals to therapy services ● Targeted Learning Plans with specific focus on speech, language and communication skills ● Teaching resources are of high quality and reviewed regularly to ensure they are accessible to all children ● Staff ratios ensure high quality provision is maintained in all areas of the nursery ● Qualified SENCO with specific training in Makaton, Early Language Development and Autistic Spectrum Disorders to support and advise staff and work with children and parents. ● Parents and families are signposted to external agencies for advice and parent courses to support their child’s speech and language development ● We use Special Educational Needs and Early Years Pupil Premium Funding to address the needs of children with SEND and additional needs ● Bi-lingual staff support children with English as an additional language
<p>Cognition and Learning needs</p> <p>e.g. Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> ● Stoneygate Nursery School offers a rich, stimulating and challenging learning environment. ● Our continuous provision is frequently enhanced to vary and extend play experiences. Learning opportunities are planned in both indoor and outdoor areas. ● Children's interests and motivations are planned for. EYFS baseline assessment informs daily planning and identifies where differentiated provision is needed. Children with similar needs may be grouped and their needs targeted.

	<ul style="list-style-type: none"> ● Individual Learning Journeys are updated regularly and demonstrate a range of recording styles. They show how, through a small steps approach, children’s interests are used to extend their learning. ● Children with English as an additional language receive differentiated support by nursery practitioners. Children with EAL and SEND are supported by specialist EAL agencies and bi-lingual staff wherever possible. One member of staff is highly trained in EAL and brings specialist knowledge to support the nursery staff and children. This ensures that children with SEND and EAL are well supported and identified early. ● We recognise that children learn in different ways. Small group activities planned using different learning styles and children are encouraged to move and interact physically at story time. The outdoor play area is used for all curriculum areas. ● Observations demonstrate a range of techniques to track children's development. Practitioners’ record child’s shared and sustained thinking. Records show links between adult’s actions /words and children’s learning. (planned interventions) ● EYFS assessments, WellComm assessments, children's behaviours and responses form basis for Targeted Learning Plans. ● Advice sought from Inclusion Teacher through referral to Early Years panel. ● Specialist training and/or advice sought as required. ● Regular review meetings are held with parents where observations are used to plan next steps ● Targeted learning plans detail differentiated provision with small steps approach and strategies /resources needed. TLPs are dated and signed by parents. TLPs are reviewed and evaluated to identify next steps.
<p>Social, Emotional and Mental Health</p> <p>e.g. behavioural needs Personal, Social and Emotional needs Health and well-being needs</p>	<ul style="list-style-type: none"> ● Stoneygate Nursery School offers an environment with clear, consistent boundaries where children can make independent choices and have control of their own learning. ● Children's understanding of routines and expectations are supported with visual resources and prompts throughout the nursery ● All resources and the environment are visually labelled with text and photos / visual symbols. ● Visual reminders, e.g. 'first / then' board and/or traffic lights, may be used to support individual children's understanding of routines and expectations. ● Additional resources may be used to promote social skills, e.g. persona dolls and puppets. ● Specific target boards/routines for individual tasks using Boardmaker ● Involvement of Children’s Centre to access targeted service such as Therapeutic Play or improving learning programmes via Best Start

	<ul style="list-style-type: none"> ● All nursery practitioners promote a welcoming, nurturing environment where all children are included and valued. ● Agreed procedures are in place to welcome children and their families at the start of each session. ● All children have opportunities to access role play activities in order to develop an understanding of the feelings of self and others. ● Practitioners use a wide range of communication strategies in everyday practice including informal gestures, signs and pictures or symbols. ● Our positive behaviour policy is reviewed annually and is shared with all staff and parents / carers. ● The Inclusion Development Plan materials are used by the SENCO to develop practitioners' knowledge and skills to support children's emotional and social development. ● Behaviour Monitoring Plans are used in order to identify specific triggers or patterns of behaviour.
<p>Sensory and/or physical needs</p> <p>E.G. Hearing/Visual impairment Multi-sensory impairment Physical and/or medical needs</p>	<ul style="list-style-type: none"> ● We have a large well-equipped outdoor learning environment where children have enough space and freedom to practise physical activities and develop their fine and gross motor skills with increasing independence. ● The classrooms are furnished with adjustable tables and reasonable adjustments are made to accommodate children's physical needs. ● The nursery has good natural light which can be controlled by blinds. ● Our indoor & outdoor learning environments allow sufficient space to set up relevant activities for both energetic play and quiet relaxation. ● We have a range of seating and relaxing facilities e.g. cushions, sofa, book area and outdoor gazebo. ● An accessible toilet and changing area is provided. ● Equipment & open ended resources are provided that challenge and motivate children to learn new skills and build on what they can do already. ● A range of developmentally age appropriate toys are provided e.g. cause & effect, inset, trainer scissors, finely graded construction bricks. ● To promote independence and free exploration, all equipment is stored in the same place at child level and is clearly labelled with photo / footprint and/or text. ● Colourful displays are used to promote children's interests and enhance learning. ● We provides opportunities for sensory play and exploration using treasure baskets, musical instruments, messy play, smart board and sensory resources. ● Our creative area offers a broad range of opportunities and equipment for tactile / messy / sensory activities. ● Children are encouraged to wear appropriate clothing to enable full access to provision e.g. aprons, rain clothes and wellingtons, sun hats, etc.

	<ul style="list-style-type: none"> ● Practitioners and children are aware of and apply effective noise management strategies, particularly in our quiet area. ● Additional equipment and resources will be used as recommended such as toilet seats, changing table, adapted chairs, mobility aids ● Medical and Health Care Plans are written when using any prescribed medicines or individual equipment e.g. Epi -pens; inhalers, glasses, boots, hearing aids. Risk assessments will be completed as required. ● Key workers plan time and opportunities to support and encourage children with disabilities, sensory or motor impairments to develop their physical skills and enable to participate in energetic play. ● Key worker / additional adults encourage increased independence in physical and sensory activities, as appropriate and work closely with occupational and physiotherapists to develop appropriate programmes of activities ● Augmentative and alternative communication is provided as appropriate e.g. visual symbols (PECs) and Makaton signing ● Specialist ICT may be provided as appropriate ● A risk assessment will be carried out on activities and equipment and if these are considered unsafe for a child to take part in an alternative activity will be provide to address the same curriculum area. ● Both the outdoor and indoor areas have shaded areas to support children with light sensitivity. ● Forest school activities are planned to develop physical skills, awareness of the environment and independence. ● We are developing a new larger sensory room which can be made available to all children. ● A programme of Sensory Circuits may be offered with the aim of managing children’s sensory challenges.
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Review date: May 2021