



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Maidenhead Nursery School

Name of Headteacher:	Helen McHale
Name of SEN Co-ordinator (SENCO):	Helen McHale
Name of SEN Governor:	Karen Freeland
School address:	School Lane, Maidenhead, SL6 7PG
Contact telephone number:	01628 623551
School email address:	maidenhead-nur@rbwm.org.uk
School website:	www.nurseryfederation.co.uk
Type of school:	Maintained Mainstream Nursery School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- The Nursery has had a variety of experience in educating children with SEND ranging from children with physical disabilities, medical conditions, Autistic Spectrum Disorder, Speech and language delay, global developmental delay and general learning difficulties.
- Our ethos is based on a child centred approach and our provision is driven by the interests and needs of individual children. As such we get to know all of the children and their families on entry, assess the child's current level of development and plan an environment and experiences to meet their next steps in learning.
- We regularly monitor the progress and engagement of all children and adapt our environment, learning experiences and teaching strategies to meet the needs and interests of all children, as such we have a wholly inclusive approach.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Pre admission information may alert us to SEND.
- Key people participate in home visits to all new starters and liaise with parent's pre admission (parent induction evenings and new entrant days) which may alert us to SEND issues.
- We observe children in play experiences and complete baseline assessments (against developmental expectations) within 3 weeks of admission which may identify causes for concern.
- Key people speak to parents when concerns are identified to complete a holistic picture of the child's development.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- If your child has SEND telephone the Nursery prior to admission and ask to speak to the Special Educational Needs Co-ordinator (SENCO) in order to arrange a meeting to discuss your child's needs.
- We can arrange additional transition visits to suit the needs of your child and would also welcome the opportunity to speak to other professionals already involved in your child's development.
- If you have concerns about your child's development once they have started Nursery speak to your child's key person to initially raise these. We can then arrange a meeting with the Special Educational Needs Co-ordinator should this be deemed appropriate.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- We use a lot of visual supports including timetables of routines for all children.
- We adapt teaching strategies to suit the individual needs of children and will liaise with other professionals pre and post admission to ensure that children with specific needs such as picture exchange communication systems, Makaton, specific speech and language programmes are included and that their preferred communication system is continued in Nursery.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- The Nursery operates above the statutory ratio of 1 adult to 13 (3 – 4 year old) children and therefore staff are able to support individual children as required. We work as a team and all staff support SEND children in our free flow play environment.
- All staff have received ELKLAN training and are able to support children's speech, language and communication development. Staff will work on specific programmes advised by speech and language therapists in small groups or with individual children during free flow play experiences.
- We would discuss any individual adaptations required to the learning environment to support a child with other professionals and parents to devise a plan to meet their specific needs.

c. How is the decision made about what type and how much support my child/young person will receive?

- We will complete baselines assessments within 3 weeks of a child starting at Nursery against national developmental age expectations (EYFS curriculum). Each term progress assessments are carried out against the same criteria. We analyse progress made to develop further strategies for support and compare attainment and progress of individuals to that of all children.
- Whole team discussions about the needs of individual children help to develop teaching strategies and next steps in learning. All members of the team are accountable for the support provided. These are outlined in the play plans.
- The amount and type of additional support is dependent upon the needs of the child.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- We offer parent workshops throughout the school year on promoting good behaviour, learning through play, early literacy and early maths skills.
- We offer 'parent progress meetings' with the child's key person to discuss children's progress each term.
- Key people are happy to arrange mutually convenient times to discuss how to support learning at home at any time.
- We email out ideas/activities to support children's learning at least once per month.
- We have regular meetings to suit the parent's and child's needs regarding the child's induction time

and in planning next steps and the teaching strategies that will support the child.

- Teachers will adapt activities to suit the needs of the child and will regularly liaise with parents regarding their progress.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- We liaise with parents and observe children closely so that we can plan learning experiences that link to their specific interests.
- We make observations of choices made in play to find out what the children's favoured activities are.
- Children can make choices about which activities they want to engage in, whether indoors or outdoors and the resources they want to use. Our environment is set up to facilitate these choices.
- Children collect their 'work' in learning journeys. These travel between the home and Nursery to build up a holistic picture of the child. In Nursery they are kept at child height and we use these to talk to the children about their learning.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- We will complete baselines assessments within 3 weeks of a child starting at Nursery against national developmental age expectations (EYFS curriculum).
- We will develop a 'play plan' (strategies to assist the child during play activities) to help them progress towards agreed learning targets. These learning targets will be developmentally appropriate and will be agreed with parents.
- If appropriate other professionals e.g. Speech and Language Therapist, Occupational Therapist and Educational Psychologist, will contribute to these plans.
- We use our observations of the children's play preferences to inform these plans, for example if the child is interested in cars or dinosaurs we would use this interest to develop counting skills, play with other children, physical skills etc.
- We will review play plans in discussion with parents at least each term to identify progress made and set next steps.
- We use the 'Every Child a Talker' assessment sheet to monitor the progress of children with speech, language and communication difficulties.

b. How do you involve my child/young person and parents in those reviews?

- Children are involved in the review by the Nursery showing records of the children's learning stories (accounts of their learning) and their learning journeys.
- Informal reviews by way of discussions with parents occur on an ongoing basis.
- Parents are invited to contribute in writing prior to formal reviews and they are arranged to ensure that their attendance at the review is possible.
- Parents are able to bring other people e.g. other professionals or family friends to their child's review meetings if they feel this would be beneficial.
- All attendees at review meetings receive a copy of the meeting minutes/updated plans within 10 working days.
- Personal Education Plans for looked after children are carried out on a 3-6 month review cycle. Representatives from the Virtual School are invited to attend.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Children meet targets on their play plans by the date specified.
- Ongoing observations of the child's well-being and involvement.
- End of term assessments show that children are achieving their next steps in learning.
- Observations from other professionals.

- Parents report on the progress that their child is making.
- Data analysis shows that good or better progress is made by individuals and groups of children.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- All children have a key person group and there are 2 main workers attached to each group.
- Key people are responsible for home visits and developing an in depth knowledge of the child and their family.
- All nursery staff are very experienced and are either qualified teachers or experienced Nursery Nurses.
- Staff have had intensive and ongoing experience of supporting children's emotional and physical well-being.
- The Nursery operates a free flow play system so children can choose to be indoors or outdoors except during adult led group times.
- There are quiet areas in the nursery with cushions to relax.
- We assess the children's well-being and level of involvement each term using an internationally recognised assessment tool. If children have dips in well-being or involvement we plan strategies alongside parents to promote their learning and engagement.
- Toileting – we will assist according to the child's needs.
- Eating – we will assist according to the child's needs. All staff are aware of children who have dietary intolerances/allergies.
- Medicines – we will administer oral prescribed medications as outlined and signed by parents. If medicines require more intimate procedures staff will require training and parental permission to administer them.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Prior to starting – we endeavour to get as much information as possible from parents and other professionals (with parental permission) who are supporting the child.
- We aim to speak to professionals involved with children prior to starting, arrange additional visits for the child before starting and have a meeting with parents to ensure that we have an admission plan that suits the needs of the child.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- We contact all next schools to arrange a plan to help children settle into their next school.
- In the case of children with SEND we will invite parents and other professionals involved with the child to a meeting to formalise an individualised plan. For example this may mean additional visits with parents and/or a member of Nursery staff, the taking of photos to make a 'transition booklet' that the child can refer to during holiday periods, staggered intake into the next school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- **Is your school wheelchair accessible?**

The Nursery can be accessed by a wheelchair user through one of the three main doors. Assistance would be required moving between the indoor and outdoor area but once indoors the classroom area is fully accessible. The rear outdoor area is roughly grassed and is therefore not accessible for a wheelchair user.

- **Have adaptations been made to the auditory and visual environment?**
The Nursery was rewired in 2011 and the lighting was upgraded at this time.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
There is one disabled toilet that would require assistance in accessing. There are 6 other children's height toilets that are fully accessible.
We have nappy changing facilities. Due to the age of the children a hoist is not required.
- **Do you have disabled car parking for parents?**
There is one disabled car parking space for parents.

b. What if my child needs specialist equipment or facilities?

- We do not have any specialist facilities however we will liaise with other professionals to ensure that needs are met according to a child's needs.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- All off site experiences are offered to all children.
- We would ensure that children with SEND have a 1:1 ratio (if appropriate) for offsite activities.
- We would ideally wish the key person to support a child with SEND on offsite activities.
- Parents are also very welcome to support their child on offsite activities if desired.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- All staff have Paediatric first aid training.
- Epipen training is delivered to selected staff on an annual (or as required) basis.
- If children enter the setting with known medical conditions the Special Educational Needs Co-ordinator will liaise with involved professionals regarding a medical plan for the child. This will be disseminated to all staff.
- Staff have ongoing training regarding behaviour management, developing early speech language and communication skills, developing early physical skills etc.
- If children enter the setting with very specific needs the Special Educational Needs Co-ordinator would be responsible for arranging specific training to meet the needs of the child.
- All staff have attended ELKLAN training.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- With parental permission we are able to liaise with a host of Early Years SEND professionals including Speech and Language Therapists, Occupational Therapists, Shine Team (Autistic Support Team), Children's and Young People's Disability Team, Educational Psychologist.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide

impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

www.nurseryfederation.co.uk

The following policies are available on our website, these policies are updated annually or at least every 3 years or when there are changes to legislation:

- SEN Policy
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy

Other policies are available from the Nursery office, including:

- Accessibility Plan
- Policy for Supporting Pupils with Medical Conditions
- Restraint Policy
- Personal Care
- Whistleblowing Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Please contact the Nursery if you have any questions regarding the information provided or you wish to discuss your child's needs.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Our complaints policy is available on our website:

www.nurseryfederation.co.uk

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and disabilities
Makaton	Early communication signing programme
ELKLAN	Specialist speech and language training course for Early Years practitioners
EYFS	Early Years Foundation Stage (Curriculum for 0- 5 years)

Date of last update of this document: September 2018

Date of next review: September 2019