



**Cookham, Maidenhead and the Lawns Nursery School Federation**

**Special Educational Needs and Disabilities (SEND)**

**Information Report 2018 - 2019**

We follow the Special Educational Needs Code of Practice which outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction
- Physical and sensory
- Social, emotional and mental health
- Cognition and learning

**Main SEND Responsibilities**

Helen McHale - Co-Headteacher/SENCo (Special Educational Need Co-ordinator)

Sarah Cottle - Co-Headteacher/SENCo

Niki Jordan - SEND Assistant at the Lawns Nursery School

SEND Link Governor - Karen Freeland and Hannah Boelrijk

**If you have a complaint**

If you are unhappy with the provision for your child please contact your child's key person, staff members as above or the Assistant Head.

You may also contact the Chair of Governors or SEND Link Governors.

Please refer to our Complaints Policy and/or Complaints Summary located on the policy section of our website:

<https://www.nurseryfederation.co.uk/page/?title=Federation+Policies&pid=41>

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is called 'The Local Offer'.

The Local Offer gives information and choice for families. It will help families understand and get to know the range of services in the local area.

Here are the links to our Local Offers, please have a look...

Cookham Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=59>

Maidenhead Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=61>

The Lawns Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=62>

### **Our aim for your child with a Special Educational Need and/or Disability**

Our nursery aims to welcome and provide appropriate learning opportunities for all children and have a regard to the Special Educational Needs Code of Practice (2014), the Equality Act (2010) and the United Nations, Convention on the Rights of the Child.

### **What Special Educational Needs and Disabilities do we provide for?**

We endeavour to provide for every child regardless of their Special Educational Need and/or Disability. We offer home visits and individual transition programmes depending on the needs of the child. This ensures that children have a positive start to their nursery experiences with us.

Please see our policies; SEND, Admissions, Equality and Accessibility plan, which are all on our website and will give you further information.

### **What do we mean by the term 'Special Educational Needs'?**

We acknowledge a child to have special educational needs if s/he has a learning difficulty or disability which requires special educational provision to be made for him and her.

### **What to do if you have concerns about your child's needs?**

We have experienced and qualified staff who work closely with parents to identify areas of special need as early as possible. This then enables us to work out how we can best support a child.

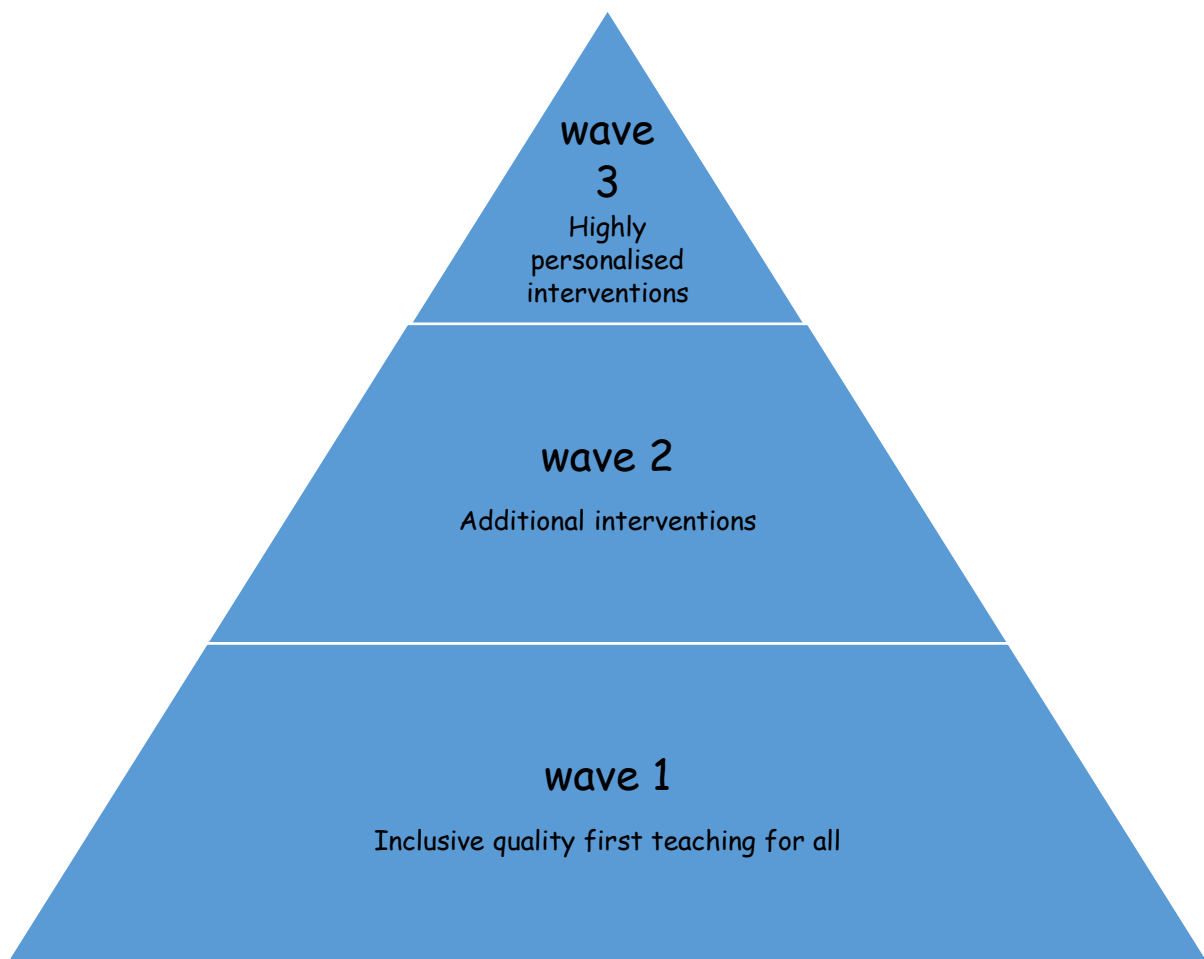
- If you have concerns about your child's progress, please speak to your child's key person
- If you continue to have concerns, please speak to our Special Educational Needs/Disabilities Coordinator (SENCo)
- The school SEND Governors can also be contacted for support.

If your child is identified as not making progress, we will:

- Discuss it with you in more detail
- Listen to any concerns you have
- Plan any additional support your child may need in discussion with you
- Implement additional support
- Monitor and evaluate the outcomes of the additional support
- Signpost to other professionals.

We follow a graduated approach (*plan, do, assess, review*) and use the waves of intervention model:





### **Wave 1**

Class teacher input, via excellent classroom teaching including high expectations, teaching in the moment, following children's interests and lines of enquiry, specific strategies (maybe suggested by the SENCo) based on our knowledge and assessments of individual children.

### **Wave 2**

Short term interventions such as sensory input, small group support, speech and language support, attention and listening small group activities, Lego Therapy and strategies suggested by other professionals.

### **Wave 3**

Long term intervention such as individual support, specialist setting, Education Health and Care Plan (EHCP).

### **Early Years Inclusion Fund (EYSIF)**

If your child has ongoing needs that would benefit from ongoing support over and above what is usual for all children it is possible to apply to the LA for some discretionary Early Years Inclusion Funding. This can be done if the child is known to the Educational Psychology service or the Early Years SEND team via an Early Help Hub referral. Examples of the ways in which the additional funding can be used include targeted speech and language intervention, supporting transitions, staff costs to carry out specific interventions e.g. Lego therapy and purchasing specialist equipment.

### **What if my child has complex needs?**

If your child has complex and persistent needs which are lifelong, they may need the support of an Education Health and Care Plan. An Education Health and Care Plan is from 0 - 25 years, and a child will need a plan to access a specialist resource base, a Special School, or extra support in a mainstream school. Further information regarding EHC plans can be found at:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/site.page?id=LW1yZcZKpjQ>

### **Personalised Targets and Aiming High**

If your child is identified as having a Special Educational Need/Disability you will be invited to meet with the SENCo and if applicable with other professionals involved to set targets together for your child's specific needs. We will regularly review these targets together with parents and discuss your child's progress. We believe in aiming high and having high expectations.

During these review meetings we can ensure that children are making good progress.

Your child's progress will be monitored by their key person daily and will be reviewed formally 3 times per year. Senior staff will regularly observe and track data to ensure the teaching quality is high and that every child's needs are being met.

## Play Plans

Play plans are our means recording the targets and strategies we jointly agree to support children's individual needs. They are reviewed each full term or as required.

We set targets in 3 areas:

**Academic** - Specific educational targets linked to the Early Years Foundation Stage curriculum. These are usually early communication and language, literacy or mathematical targets.

**Care** - Targets aimed to develop self-care skills, independence skills, relationships, self-control or well-being.

**Enrichment** - Targets linked to identifying children's interests and engagements in activities, socialisation or working with other professionals.

Play plans are co-produced by staff, parents/carers, other professionals and observations are used to incorporate the child's voice.

## Range of support available

### Nursery

**Key Person** is responsible for teaching SEND groups/individuals - small group work and interventions when appropriate

**Assistant Head** is responsible for the teaching, learning and progress of all children and monitoring

**SENCo** has specific responsibility for co-ordinating, planning and monitoring the provision and outcomes for children with SEND. This is done in collaboration with parents/carers, all staff and linked professionals as appropriate.

Staff work closely to adapt the environment when necessary to ensure that children can access the nursery fully.

### **Local Authority Provision via referral**

- Educational Psychology Service (EP)
- Early Years SEND Team
- Family Support Worker with Social Communication focus

### **Health Provision via referral**

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Community Paediatrician
- Community Children's Nursing Team

### **Other**

- Parenting Special Children
- Manor Green School - Outreach support
- Charitable Organisations
- Children's Centre Services

### **Our staff are well trained and supported**

Staff are experienced and have received training in for example Makaton, Team TEACH, Autism, Sensory Needs, Behaviour Management, Attention Autism, First Aid, Paediatric training and safeguarding.

The SENCo is a qualified teacher with SEND experience. The SENCo will support the key person/teacher in planning for children and ensuring targets are met. The school provides training for staff to improve the teaching and learning of all children. Courses are also attended by staff to keep staff up to date in the latest teaching and learning methods, inclusive for all children.

### **Moving onto school; mainstream or specialist provision**

Transition for all children is important but we understand that children with Special Educational Needs/Disabilities need a more individualised transition plan, including extra visits, photo books and meetings between the nursery SENCo and school SENCo. The SENCo will work alongside the child's keyworker as well as with parents to make a plan of action. The SENCo will transfer sensitive information to their next school. We have strong links with all local Mainstream schools and Special schools.



2018 - 2019

No. of children	Cookham Nursery School	Maidenhead Nursery School	The Lawns Nursery School	The Lawns Pre- Nursery
SEND support	8	12	21	
EP support	2 ( with 2 more requested)	7	8	
EHC applications in progress	2	1	0	
EHC plan in place	0	1	2	

Area of Need

No. of children	Cookham Nursery School	Maidenhead Nursery School	The Lawns Nursery School	The Lawns Pre- Nursery
Communication and interaction	8	8	16	2
Physical and sensory	0	1	1	0
Social, emotional and mental health	0	3	4	0
Cognition and learning	0	0	0	0