



SEND INFORMATION REPORT

KINGS NORTON NURSERY SCHOOL

Our Mission Statement

“To value children as individuals, promote their confidence and excitement in learning”

Our mission statement is achieved by:

- Ensuring all learners receive a high-quality, ambitious education, whatever their ethnicity, culture or religion, home language, family background, attainment or gender, so that all our children have the best start in early education.
- Inspiring each child to achieve and extend their unique potential in order to take advantage of all opportunities, responsibilities and experiences of later life.
- Promoting every child’s confidence, the development of positive self-esteem and well-being.
- Establishing effective, collaborative partnerships with parents/carers and the wider community.
- High quality interactions that support, foster, promote and develop all areas of children’s learning and development
- Creating a secure, happy and stimulating learning environment where all efforts are valued and respected.
- Providing a safe and healthy environment that prioritises safeguarding at all times.
- Designing a curriculum that is motivating and exciting, broad and balanced to maximise teaching and learning opportunities both indoors and outdoors.
- Celebrating the journey of lifelong learning.

UN Rights of the Child

As a Rights Respecting School we are committed to offering an inclusive education that ensures all our children make the best possible progress.

ARTICLE 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

Code of Practice: pp15-16

Special Educational Needs in Early Years

- ▶ For children aged two or more, special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age by maintained nursery schools or by relevant early years providers.
- ▶ For a child under two years of age, special educational provision means educational provision of any kind.
- ▶ A child under compulsory school age has special educational needs if he or she is likely to fall within the definition identified above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The kinds of special educational needs that are provided for.

We are an inclusive maintained nursery school and we aim meet the individual needs of every child. Therefore, we provide for a range of additional needs and disabilities.

- ▶ We have supported children who have difficulty with communicating and interacting, including speech, language and communications difficulties, and children who have difficulty understanding how to communicate effectively with others and children with a diagnosis of autistic spectrum disorder.
- ▶ We have supported children who have difficulty with understanding parts of the curriculum or have global developmental delay.
- ▶ We have supported children with social, emotional and mental health difficulties and children whose behaviour impacts on their health and wellbeing.
- ▶ We have supported children with sensory and physical needs, including visual and hearing impairment, as well as medical needs.

How we identify and assess pupils with special educational needs

- ▶ Parents/carers early observations of their child are crucial. Therefore, we spend time gathering information from parents/carers at induction and throughout the child's time at nursery school.
- ▶ We observe the children during their settling-in sessions to gather baseline assessments using the new EYFS development matters, Wellcomm and Leuven's scales.
- ▶ We plan and monitor through our teaching and learning experiences and targeted interventions
- ▶ We use Evidence Me to reflect on children's learning experiences and their next steps.
- ▶ Professional dialogue and monitoring with Group Leaders, Class teachers and SENDCo
- ▶ Information from our independent Speech and Language Therapist (Kathryn Berry).
- ▶ Multi-agency involvement with our Educational Psychologist (Annie Kent), Communication and Autism Team, Health Visitors, Early Help team at Forward Thinking Birmingham.

How we make provision for pupils with special educational needs

- ▶ We evaluate attainment and progress through ongoing observations and child voice, conversations with parents/carers, daily review meetings, weekly planning and half termly planning meetings. Attainment and progress is analysed 3 times per year. The progress of children with SEND is reviewed each half term (every 6 weeks).
- ▶ We use a graduated response of **Assess – Plan – Do – Review** for assessing and reviewing the progress of children with special educational needs so that we can set high expectations for all our children.
- ▶ Our assessment systems enable us to identify children who are receiving additional support and clearly track the progress they are making against their specific targets and their progress in all areas of the curriculum.
- ▶ We adapt the curriculum and learning environment using flexible, child-initiated and adult guided teaching and learning opportunities, small group interventions, a Sensory Room and Forest School. We ensure physical access through regular review of our Accessibility Plan.
- ▶ We provide additional support for specific tasks and one-to-one support to deliver intensive interactions. We provide objects of reference, photographs, visual symbols and visual timetables.
- ▶ We are a Trauma Informed and Attachment Aware School. We provide space and time to listen, yoga and mindfulness activities to support children's positive mental health and wellbeing.

How the governing body accesses funding and specialist support services

FUNDING

If a child has a high level of need, the nursery will gather evidence to apply for additional funding. This will always be done with parent/carer permission.

This may include:

- ISEY funding from the Early Years team.
- SEN provision plan
- EHC Plan

SPECIALIST SUPPORT

We work in partnership with a wide range of specialist support services:

- Paediatricians
- Child Development Centre (CDC)
- Pupil Support Service (PSS)
- Speech and Language therapy (SaLT)
- Occupational therapy (OT)
- Communication and Autism Team (CAT)
- Educational Psychology (EP)
- Sensory Support Service

If my child needs extra support who do I speak to about it?

- ▶ Your child's key worker will be in regular contact with you about your child's progress through every day informal discussions.
- ▶ You can make an appointment at any time to discuss your child's progress.
- ▶ Parent/carer consultations take place in the Autumn and Spring term.
- ▶ If the key worker feels that extra support and/or assessments would be helpful, then they will discuss this with you. We will always obtain parent/carer permission before seeking extra support.
- ▶ You are welcome to speak with one of the class teachers – Miss Brookes and Miss Whyatt.
- ▶ The school SENDCo is: Gemma Weaving. To arrange an appointment, please telephone the school office - 0121 675 3993 or email enquiry@kingsnorton-nursery.bham.sch.uk
- ▶ Our School Governor with responsibility for SEND is Nina Ridding.

Staff Training and Expertise

All staff are experienced at adapting our provision and providing additional support to respond to a wide variety of individual needs. Staff training has been undertaken in:

- ▶ AET Level 1 and 2
- ▶ Wellcomm and ELKLAN to support communication and language development
- ▶ Trauma Informed and Attachment Aware Schools (TIAAS) and Mindfulness to support positive mental health
- ▶ Deaf Awareness and BSL
- ▶ Positive Behaviour Management
- ▶ Paediatric First Aid; Annual training for asthma medication and use of Epipen for children with severe allergies; medical training for specific medical needs as they arise.
- ▶ Our SENDCo: National SENCO Award /Nasen SEND Review Training

A Partnership Approach.

- ▶ Induction meetings help staff get to know your child, learning about your child's strengths, interests and areas for development.
- ▶ Trusting relationships are formed between parents/carers and the child's key worker, so that we can work together to set high expectations, support children's progress and share strategies.
- ▶ Parent/carer consultations take place in the Autumn and Spring term
- ▶ An end of year report is provided in the Summer term.
- ▶ Workshops are opportunities for parents/carers to learn about ways to support their child at home.
- ▶ Child centred reviews take place termly for children with Special Educational Needs to share progress and next steps.
- ▶ We have an open door policy. We encourage parents/carers to discuss any concerns they may have straight away, with the Key Worker, the class teacher, or the SENDCo/Headteacher.

Will my child be able to give their views?

- ▶ Your child's views about their education are important to us.
- ▶ We will use a range of verbal and pre-verbal forms of communication to understand your child's wants, needs and feelings and encouraging them to make choices.
- ▶ Throughout the year your child's key worker will talk to them about what they are learning, how they are learning and what the next steps are.
- ▶ Your child will be involved in making decisions about the teaching and learning experiences on offer. Our planning is flexible and personalised to support your child's interests and fascinations.

What can I do if I am unhappy with the special educational needs provision?

We all want to work in the best interests of your child. We are always ready and willing to listen and work together to find solutions to problems that may arise.

- ▶ In the first instance, you should discuss your concerns with the Key Worker and/or the Class teacher.
- ▶ If you wish to discuss your concerns further, please see the school SENDCo/Headteacher.
- ▶ If you feel the issue has still not been resolved, please follow the schools complaints procedure which is available on our school website.

Supporting Transition

- ▶ All children and families have personalised induction and settling-in sessions to support their transition into nursery school.
- ▶ Visits by Reception Class staff take place in the summer term to discuss the children's individual needs and provide an opportunity for the child and staff member to meet in a familiar learning environment.
- ▶ A transition meeting takes place between the SENDCo and the feeder school SENDCo with the involvement of the child's parent/carer. Other agencies may also attend to provide a holistic view of the child, such as our CAT representative.

Our Local Offer

Birmingham Local Authority

<https://www.localofferbirmingham.co.uk/>

The SEND Code of Practice: 0-25 years

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

<https://www.birmingham.gov.uk/info/50258/sendias>