

Purley Partnership Federation



Purley Nursery School

Achieving and growing together

SEND INFORMATION REPORT

Reviewed December 2023 and to be reviewed December 2024

Purley Nursery Special Education Needs Coordinator (SENCo): Miss Polly Jones and Mrs Maria Reeve [Acting SENCo]

Purley Nursery Special Educational Needs Link Governor: Sally Marvin

Meeting the needs of children with Special Educational Needs and Disability (SEND)

At Purley Nursery School we:

- aim to provide a safe, caring and stimulating inclusive quality learning environment, which encourages positive values and celebrates diversity.
- aim to include and enable full access to the Early Years Foundation Stage Curriculum, ensuring good progress and development for every child - regardless of any barriers to learning they may face.
- recognise the vital role of parents/carers in the identification, assessment and response to their child's educational needs.
- work in partnership with parents/carers by consulting with them and valuing their views and contribution -keeping them fully informed and involved in their child's learning and progress.

Purley Nursery School is a mainstream fully inclusive setting. The admissions policy dictates that any child with identified SEN will be offered a place if their parents/carers have submitted an application. Children with identified SEND are considered for and given priority – including any with severe and complex needs.

All staff are qualified and trained so that the School can cater for children who may have difficulties in all 4 areas of SEN:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

The School's SEND Policy is available on the website <http://www.purleynursery.croydon.sch.uk>

An overview of SEND support at Purley Nursery School shared with Parents and Staff can be found on appendix 1.

Who should I contact if I have concerns about my child?

Your child's Key Worker or the Head of School.

The Key worker's role is to:

- Observe children's progress in all areas of learning. This information is used by Staff to plan individual interventions to support and extend the children's development and learning.
- Regularly check the progress of the children in their Keyworker Group and to plan and deliver additional support as required.
- Apply the School's SEND policy – informing the Class Teacher and/or SENCO promptly if there are concerns about a child's progress or behaviour.
- Plan Parent Conference meetings at least once a term and consult with parents on their views.
- Attend SEND progress review meetings to discuss assessments on progress.

The nominated Special Educational needs Co-ordinator (SENCO) is Polly Jones (Head of School).

If she is unavailable, concerns can be shared with Maria Reeve – Lead Teacher/Head of school and Acting SENCo.

The SENCO's role is to;

Work closely with and gain the involvement of Key Workers, parents/carers, the whole staff team and outside agencies/professionals;

Co-ordinate and manage the range of appropriate provision and resources (human and

material) needed for children with special educational needs or disability;

Work in partnership with parents/carers and colleagues to agree short term individual targets for children with SEND; record targets on an Individual Support Plan (ISP) – outlining the outcomes sought and support/strategies in place to achieve them.

Oversee the on-going records of all children with special educational needs;

Act as a link with parents/carers, ensuring full involvement in supporting children's learning and access to the curriculum. Ensure parents/carers are kept informed about the range and level of support offered to their child. Ensure that parents/carers are fully included in progress reviews and attend transition meetings that take place when changing settings.

Act as a link with external agencies and other support agencies who can offer professional advice and support to help children overcome difficulties.

Contribute to the professional development of all staff, ensuring that staff are trained, skilled and confident in meeting the range of needs for children in the School.

Monitor and evaluate the special educational needs and disability provision and report to the Governing Body.

Special Educational Needs and Disabilities (SEND) Governor

The role of the SEND Governor is to;

Support the school in evaluating the impact of provision and any funding allocated to individual children. (N.B. Any information is shared in the strictest confidence with children addressed anonymously).

How can I find out how my child is doing?

Parents/Carers are given the opportunity to meet their child's Keyworker individually for a 'Parent/Carer Conference' soon after children start at Purley Nursery School – and once a term after this initial meeting.

Parents/Carers can also ask for an appointment at any time if there are any concerns or information is wanted up and above day to day conversations with staff.

Ongoing observations and assessments are made by Key Workers who regularly review children's learning and set 'Next Steps' for all children. These are shared with parents/carers at the termly meetings. Regular monitoring of children's progress enables Key Workers to identify children who are not making good progress and to plan accordingly for children in response to this information. Together with discussions and further assessment with the SENCO, the Key Worker will discuss with parents/carers at the earliest opportunity to enlist their active help and participation.

The Class Teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SEN Code of Practice (2015) sets an expectation for this process in the requirement for the 'graduated approach' of Assess, Plan, Do, Review.

The views of the children are sought and incorporated at every level through the relationship and

rapport developed between staff and children – particularly the child's Key Worker.

The Key Worker will share children's successes with them overtly and encourage children to give their own response to their achievements. These are recorded in the child's individual Record of Achievement file. Staff are alert to any responses that may indicate a lack of confidence or lack of positive feelings and act appropriately to support the child.

Permission must be given by Parents/Carers prior to any request for additional support from external agencies. Parents/Carers are fully informed of any visits in relation to their child within the School from professionals/outside agencies - and will be provided with a copy of any written reports. Permission will be asked for Parents/Carers to share any relevant reports already made by professionals already involved with the children - e.g. Specialist pediatricians and/or Hospital Consultants

We aim to work in as close partnership as possible with parents/carers and other professionals. Their advice and recommendations inform targets and planning that is put in place for the children and are shared with parents/carers at appropriate times.

If a child continues to make little or no progress, despite extra intervention and provision from the school and external agencies, or it is agreed that a child is unable to access the curriculum fully without a higher level of support, then **SENIF** funding followed by a further **Education, Health and Care Plan (EHCP) may be requested.**

Further details about this process will be explained by the SENCO and information is published in the Croydon Council Local Offer :

<http://www.croydon.gov.uk/contents/departments/education/pdf/sen/sen-provision.pdf>

In cases where children already have an Education, Health and Care Plan, or a Plan is put in place during their time at the School, a Keyworker will be allocated to support the child – particularly and specifically in relation to identified needs and targets. The level of support given will be dependent upon and reflect the complexity and severity of need.

There is a commitment to the view that children should develop their social and emotional skills and independence as far as possible without developing reliance on adult support. Formal review meetings of children's progress in relation to their Plan are held on a termly basis. Parents/carers and external agencies (where appropriate) are invited to attend this review. Progress will be discussed and the impact of the current support will be evaluated based upon its impact and effectiveness, against the child's current targets. The outcome of these meetings is formally recorded. The child will have an Individual Education Plan put in place.

How will teaching be adapted to meet the needs of my child?

We make reasonable adjustments to our practices and therefore comply with the Equality Act (2010)

- Staff are highly trained and skilled at adapting teaching to meet the diverse range of needs in the School. Daily planning takes into account an individual pupil's needs and requirements for all children including those with Special Educational Needs.

- The play-based learning environment ensures that differentiation is 'built in', offering a wide range of ways to support access to the whole curriculum for all children and ensure that all children can experience success and challenge in their learning.

Specific differentiation strategies include:

- Ongoing flexible differentiated curriculum planning based on individual needs
- Open-ended questioning and other styles of teaching to take into account and respond to children's individual learning styles and pace of learning and development.
- Use of Makaton signing
- Touch screen computers and Interactive Whiteboard available at all times with identified software
- Signposting to Parenting Courses
- Family Learning Courses
- Toileting advice and programmes
- Visual timetables and visual prompt cards
- Sharing Library with resource packs with suggested activities for supporting children's learning at home.

Grouping arrangements in the classroom are organised flexibly with opportunities to maximise the learning opportunities for all. The use of adults in the classroom is planned to help groups of children and/ or individuals accordingly, with the long term goal of developing independent learning skills.

In addition to the planned differentiation within the Nursery, the following interventions are in place to support children across the School:

- Planned and targeted SEND Key worker support – 1:1, 1:2 and within small groups.
- Small Group Story Sessions - to support children in their attention and listening; independence; self-esteem; social skills; language skills and concentration levels.
- 'Language' Groups - for children identified as needing support specifically with their communication and spoken language skills. They then may be referred to SALT for extra support and advice (Speech and Language Therapy).
- 1:1/ shared group Speech and Language Therapy session

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extracurricular activities?

We have an accessibility plan in place to ensure that pupils with SEN or Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted appropriately. The school's accessibility plan is updated regularly and can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair Access
- Disabled Toilet Facilities
- Mobile hoist
- Hygiene room with height adjustable changing table which provides children with privacy and dignity when dealing with personal hygiene.
- Appropriate furniture and resources made available - e.g. specialised chairs, standing frame, walkers etc.
- Depending on the child's needs, an individual access and/or medical Care Plan will be put in place with support and advice from Physiotherapists / Occupational Therapists / Nursing Team.

How skilled are the staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that all staff have the appropriate skills and knowledge to support provision for children with SEND.

We have staff with specialised expertise and qualifications.

Recent training for staff (2022-23)) has covered: 'Paediatric First Aid'; 'Challenging Behaviour' 'Safeguarding', SALT interventions, Social Communication, Manual Handling, Makaton, Well-being and Involvement.

This is in addition to regular Staff Meetings and INSET days, where training is provided on new or relevant initiatives and/or there is a need for further staff development. Our SENCO actively engages in a range of opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support children with SEND (Special Educational Needs and Disabilities). The school also seeks advice and guidance from relevant local special schools and colleagues to review, evaluate and develop provision for pupils who have the most complex needs.

What support from outside does the school use to help my child?

The School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology Service .

Provides individual psychological assessment, advice (for both parents and the school) and intervention to promote inclusion and to support access to the curriculum.

- Speech and Language Therapy

Termly visits to school provide initial assessments and targeted interventions for children with Speech and Language difficulties.

- CAMHS (Child and Adolescent Mental Health Service) offers diagnostic assessment and therapeutic intervention to children who may have a serious mental health disorder or psychological difficulties - and to their families.
- Occupational and Physiotherapy

Therapists are specially trained to assess and provide advice and intervention for children with any disability and children who experience difficulties with everyday tasks at home and school.

- Croydon SEN Team
- Communication Support Services:
 - Visual Impairment Service
 - Hearing Impairment Service

Specialist teachers of the visually and hearing impaired visit Croydon LA schools to:

Offer guidance on visual and hearing access and inclusive teaching strategies; give advice on the adaptation of materials and equipment to ensure pupils achieve access to the curriculum.

- Health Visitors

Health visitors are registered nurses with a specialist qualification in community health and health promotion for families and young children. They work in partnership with other agencies specifically health, education and social care to support the wellbeing of the family.

Any children 'Looked After' by the Local Authority

How will the school help my child to move to a new school?

Parents/Carers and children can become particularly anxious when 'moving on' to new settings. In order to support successful transition between settings, information is shared. For children with SEND, detailed information about the child will be shared in order to fully meet the child's needs in their new setting. This will be done initially at a Transition Meeting set up for parents/carers, staff and professionals to share information together before the child leaves to move on.

Parents/Carers and children will hopefully have opportunities to meet new staff before moving on. We will contact the School SENCO at your child's new setting (wherever possible) to invite them to the Transition Meeting. Information about special arrangements and support that have been put in place to support the children to achieve their learning goals will be shared, together with progress they have made in their learning and development. We ensure that relevant SEN records and reports are passed confidentially to the relevant member of staff at the new setting.

Additional support may be provided by making photo transition books to share with children and parents/carers to prepare for the move to the next setting.

Further information about support and services for pupils and their families can be found at:

Children Looked After

<https://www.croydon.gov.uk/education/special-educational-needs/sen-education/sen-lac>

The nominated social care worker for any child 'Looked After' by the LA will be contacted by the SENCO and all meetings attended as requested and reports provided as necessary.

Any complaints resulting from any aspect of the School should be addressed in the first instance to the Head of School –Polly Jones. She will do her best to resolve the situation and investigate where appropriate and relevant. She can be contacted through the website.

The School's Complaint Procedure and Policy is available on the website:

<http://www.purley.croydon.sch.uk>

Appendix 1

SEND at Purley Nursery School

Children at Purley Nursery School have access to an inclusive education to achieve their best in a safe environment

BIG ideas

- Our School curriculum is inclusive so that all children can access their learning
- All pupils learn in a safe environment where learning attitudes are nurtured through a growth mindset approach

Curriculum and Enrichment

- All pupils receive quality first teaching
- Any child may receive same-day interventions where needed and have support in class from the Teacher and/ or EYE's/ TA to ensure they are able to access the same learning as their peers
- Some pupils may receive short term interventions to support in a particular area because they have a gap in their learning.
- A small number of pupils receive long-term interventions to support them when they have specific barriers to learning and need support that is additional to or different from the teaching in class.

Identifying children with SEND

- EYE's/ Teachers record their initial concerns for each intake which are shared with the SENCO and discussed with parents during Autumn Key worker conferences.
- SENCO meets with Parent to discuss areas of concern.
- Pupils areas of need are added and recorded on the SEND register.

Interventions

- Individual targets and interventions are recorded on ASP's (Additional Support Plans) previously known as IEP's (Individual Education Plans).
- ASP's are shared with parents and reviewed by Key workers and Teacher regularly.
- Targets are short term so that they can be achieved quite quickly and build towards an overall aim for each pupil.

Progress and Monitoring

- Children have an ASP which is used to record individual small step targets and track their progress
- Class teacher, Key worker and Senco meet regularly to discuss progress and next steps.
- There is an open dialogue between parents and school.

Support and Training

- Senco currently acquiring Nasenco Qualification. Certification due in September 2023.
- SENCO attends regular LA SENCO forums and online webinars to develop her knowledge and expertise.
- The SENCO ensures Teachers, EYE's and TA are given relevant support and training for their individual pupils needs.

