



Edith Kerrison Nursery School & Children's Centre
Together we play, talk, listen and learn

SEND Information Report

(Support and provision for children with special educational needs and disabilities)

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area. Newham's Local Offer is available on the *Newham website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the SEND Information Report for Edith Kerrison Nursery School and Children's Centre. It describes the arrangements we make that are 'additional and 'different' for pupils with SEN. This information has been produced together with parents/carers and our children and will be reviewed annually. The following information outlines the support and provision pupils with SEN can expect at Edith Kerrison Nursery School and Children's Centre.

At Edith Kerrison we believe that all children are entitled to have their needs met and to have access to high quality teaching.

The diagram below illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for all pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

ALL children will access:

- High quality teaching and learning
- An interesting, creative, culturally inclusive differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- A nurturing environment
- Educational visits

Some children with additional SEND needs will access

- Targeted interventions and support matched to needs: speech and language, music or social skills groups
- Individualised target setting
- Personalised progress tracking and assessment of needs
- Access to additional adult support for specific tasks

A **few** children with complex or significant needs will access:

- A personalised timetable
- Access to evidence based specialist programmes
- Access to specialist services and therapists
- High levels of adult support and small group working

Edith Kerrison Nursery School & Children's Centre



Together we play, talk, listen and learn

Our vision: Together we play, talk, listen and learn

We are a friendly and inviting school and children's centre where everyone is welcome. We are fully inclusive where children and parents are recognised as unique individuals and diversity is celebrated.

We want children, parents and carers to be happy and confident. We work hard as a team to enable everyone to be active and independent learners. We believe that all children and families are entitled to achieve their full potential. We work in partnership with families to achieve this.

Everyone at Edith Kerrison is committed to making sure that every child and family is valued and is given the opportunity to do well.

How we identify special educational learning needs

We have systems in place to ensure early identification of children's Special Educational Needs which may include a Disability (SEND). These are:

- Babies and infants who attend the children's centre may show very early signs that they have SEND. The children's centre team will work in partnership with the family to provide support and guidance. On occasions, they will help the family access other services for example to attend a Chatterbox session for worries about early speech.
- Children starting a two or three year old place may already be known to have SEND. Information about SEN children are shared by parents or outside agencies prior to admission. If the nature of SEND requires special arrangements to be made we will work closely in partnership with parents and relevant services to ensure smooth transition.
- If you have any concerns about your child's development or you think your child has SEND after your child has started please share your worries with your child's key person. If the concerns cannot be resolved quickly, the concerns are shared with the class teacher and the SENCO. We will work with you to help support your child. This will mean planning what to do next and how together we can help your child. On occasions, we may plan for your child to access other services, for example to see the occupational therapist if they are unsteady when walking.
- If we have concerns that your child has SEND we will:
 - observe her/him
 - carry out assessments and track progress
 - share our concerns with you
- Concerns usually arise when your child is not making the same progress as other pupils in a particular aspect of development, for example s/he is not using any words at the age of two.

How we involve children and their parents/carers in identifying SEND and planning to meet the learning needs

We are child and family centered so you can expect that significant plans and decisions will be made together with parents.

- Through the key persons' system, we have informal daily contact with parents. As soon as we have any concerns about any aspect of your child's development, we will discuss this with you to decide how your child can be best supported.
If we think your child would be helped by another agency (for example health visitor, speech therapist) we will seek your approval first to request your permission in writing.
- Where appropriate, Individual Education Plans (IEPs) will be shared with parents. Parents will be involved at termly pupil's progress meetings and consulted when next steps are planned for their child.
- We will work together with the parents to help plan next stages for their child. Should this be necessary, the SENCO can facilitate visits to other settings and schools so that parents can make fully informed choices at times of transition, for example to a reception place.
- Should at any stage the family of a child with SEND wish to have support as they begin to learn about life with a child with SEND, the SENCO will arrange this through the Parents' Advisory Centre or inform them of local support groups, for example parents of children with behaviour difficulties.
- We offer a range of workshops for parents where ideas from other parents and professionals can be shared and we can all learn together, for example Bin the Bottle, Triple P – a positive parenting programme; schemas – learning about children who have repetitive play patterns.

How teaching approaches are adapted for children with SEND

- ❖ To begin with we use observations including video recording, parents' knowledge and, where appropriate, outside professionals to identify where your child's starting point is.
- ❖ We then identify possible strategies to be implemented for the next steps in their learning.

We use a range of approaches to teaching that support individual children and their learning styles. For example:

- ❖ We modify the learning environment to meet the needs of your child, for example we can provide an adjustable height chair if required.
- ❖ We focus on active learning, for example children can self-select from a range of resources.
- ❖ We use a multi-sensory approach, for example picture cues to help children communicate and make decisions.

Our teachers and support staff are trained in a variety of different approaches which means that we are able to adapt to a range of SEN needs including:

- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Social and Emotional Difficulties
- Our staff are trained in Sign-along

Continuing Professional Development (CPD) for all staff is planned and agreed by the

Leadership Team and supports meeting the School and Children's Centre Development Plan targets. We also ensure that if we do not have staff with appropriate skills and knowledge that appropriate training takes place as soon as possible. The SENCO holds the National Award for Special Educational Needs Coordination qualification, that is mandatory. Staff receive training in the following ways:

- In-house training
- LA training
- Induction for new staff and NQTs
- Advice on strategies etc. by advisory teachers and therapists
- Training from outside agencies or providers

What we do to support children with special educational needs

Universal:

Teachers and key persons work closely with parents to ensure that every child is supported in their learning and development as a valued individual. Sessions are well planned and delivered and include a range of tasks and ways of working to give all children opportunities to do well.

Targeted support:

Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision the child's needs and the effectiveness of the provision will be reviewed and the next steps planned for.

- When your child has been identified with additional needs, their work is differentiated by their teacher to help them access the curriculum. We use a range of strategies and resources to ensure that every child is able to learn at their own level.
- More focused interventions include small group or individual work including:
 - Language group– Box Clever–for children with language and communication needs
 - Music Interaction– focus on development of listening skills, confidence and enjoyment
 - Rocking and Rolling– for children with physical needs

Specific targeted intervention for individuals.

These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Edith Kerrison Nursery School, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- The Speech and Language Therapy Service
- The Occupational Therapy Service for Pupils (OTs)

- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- The Language Communication and Interaction Service (LCIS)
- Services for the Hearing or Visually Impaired
- Complex Needs and Dyslexia Service (CNDS)

What equipment or resources we use to give extra support

- ❖ We use visual timetables and Sign-along to support communication
- ❖ We have a well-adapted building and grounds. The school is fully accessible including all classrooms and our garden area. The majority of the outdoor space is accessible by wheelchair. The school works closely with multi-disciplinary professionals to ensure the environment is not only accessible but also effective in moving children's learning forward.
- ❖ We use a wide range of differentiated resources to support each child's individual needs. Assessments of children's needs are conducted through the involvement of both professionals and parents and subsequently resources are acquired to enhance the learning of the children.

How we assess pupil progress towards the outcomes we have specified for pupils

- ❖ At Edith Kerrison Nursery School we expect all children, including those with SEND, to make good progress in all areas of the Early Years Foundation Stage curriculum. Some children might be assessed using The Developmental Journal, if that is more appropriate.
- ❖ We talk about children's progress/support needed during teams' daily Assessment for learning meetings.
- ❖ We have regular meeting with parents (at least termly) when the child's progress is discussed and new targets identified in consultation with parents. Practitioners will share information regarding the child's progress, which will include: observations (including video recordings), 'All about me books' and displays. Furthermore, there are also agreed strategies and action points for the parent to do at home; in addition to what the school is doing.

What other activities are available for pupils with SEND in addition to the curriculum

All children irrespective of need have the opportunity to attend school trips. Children with SEN are support by specialist staff, parents/carers and an effective adult child ratio. Most trips are planned incorporating children's interests and needs. The school works with parents/carers to plan and carry school trips. Children and families are given opportunities to reflect on such trips through use of photographs and narrative observations. We also provide additional experiences through a range of sessions offered by our Children's Centre.

How we support transition

Starting nursery (two and three year olds):

- Parents meeting with the head teacher
- Home visits
- Pre-school sessions
- We liaise with other providers that may have already supported the child
- Settling in- children will be supported on admission through their key person/class teacher/ SENCO

Starting Reception: When children enter the primary school in the Reception class we ensure that each child is prepared.

There will be an individual programme developed which will include:

- visits to their new school
- visits to Edith Kerrison by their new Reception teacher
- meetings between key staff and parents
- transition books are made to share at school and at home
- all relevant documents are shared with new setting

How additional funding works

If pupil's needs are significantly different, he/she might need high level of adult's support that will require additional funding. The school is given additional funds depending on number of children with high level of special educational needs. This usually contributes to some additional hours for teaching the individual program planned for your child and towards purchasing resources needed to ensure expected progress is made.

Where parents/carers can get extra support

The Family Support Worker and Outreach Worker work with families to improve aspects of children and family lives. The Children's Centre offers a range of targeted and universal programs that are set out in the quarterly program, for example, nutrition advice for fussy eaters or children with food allergies.

There are parent support groups available, e.g. Parent Partnership

www.parentpartnership.org.uk

What to do if you are not satisfied with a decision or with what is happening (for parents)

The first point of contact should be your child's key person or children's centre coordinator. Working together ensures that the best outcomes and planned for your child from the beginning.

The comments and complaints procedure is available on the website or in the buildings.

Contact details for SENCO

At Edith Kerrison the Special Educational Needs Coordinator is Bozena Dybowska. She can be contacted by telephone: 02074761735 or email: info@edithkerrison.newham.sch.uk, marked FAO SENCO.

The Children's Centre coordinator is Lorna Felix. She can be contacted on info@edithkerrison.newham.sch.uk, marked FAO CC.

Our offer to children with special educational needs and disabilities was prepared in September 2016. It will be reviewed in September 2017.