

SEND Information Report

Head of School: Himisha Patel

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Local Offer Contribution

SEND Governor: Aansa Hussain

[For information about Ealing's Local offer please access the following website:
www.ealing.gov.uk/send](http://www.ealing.gov.uk/send)

Whole School Approach:

Welcome to our SEND information report which is part of the Ealing Local offer for learners with Special Educational Needs and Disabilities.

It is our aim to provide the highest possible education for the children in our care.

- To encourage all children to develop positive self-esteem and become well motivated, independent, life long learners.
- To provide a broad and balanced holistic curriculum, which meets the needs of the individual. Good practice is based on research and training relevant to children under five.
- To provide a safe, secure and stimulating environment that fosters a life- long learning programme for children and adults.
- Aim to provide access to basic skills, training for work and guidance to family members and the wider community.
- To involve children/parents/carers/extended family and external agencies as partners in the learning journey.
- To provide an inclusive environment where we actively encourage parental/carer involvement in all aspects of the school irrespective of race, religion, culture, gender, background, ability or age.
- To continue to develop a team where all staff have high expectations of the child, are valued, committed and motivated with opportunities for both personal and professional development.
- To provide a variety of relevant resources, which meet the diverse needs of the individual.
- To provide a range of resources which reflect the diversity of our community.

We recognise that all children have the right to be listened to in accordance with the UN Convention on the Rights of the Child and UK legislation (1989 Children Act) and children are free to make choices and to express themselves.

How We Identify SEND

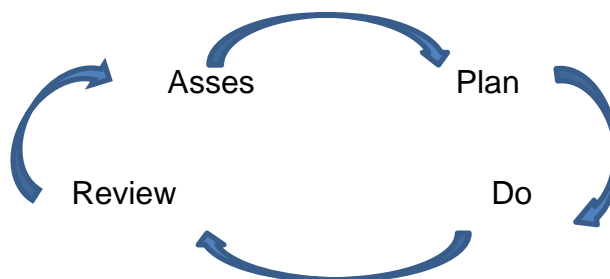
The code of practice 2014 defines SEND as:

“A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

Underpinning All our provision in our School is the graduated approach cycle of



All practitioners are responsible for every child in their care, including those with special educational needs.

Assess: The school assesses all of the children's strengths and areas for development through observations and discussions with all keypersons. Children's learning is shared with all parents on a termly basis.

Plan: Keypersons and SENCO discuss individual children's learning needs whether additional support would be appropriate and effective. Keypersons and SENCO meet with individual parents and discuss learning and areas of concern.

Do: Keypersons and SENCO plan IEP's in discussion with parents. Where appropriate the SENCO will send referrals to outside agencies such as Speech and Language Therapists and The Child Development Team. For Children with more complex needs and where more than one outside agency are working with the child a review of the child's progress is carried out termly and the outside agencies are invited to attend.

Review: IEP's are reviewed with keypersons and parents termly.

SEND Needs:

Children's SEND is generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

At Grove House Nursery School and Children's Centre we have a three tiered approach to support children's learning.

Universal – this is quality first teaching for all children, delivered by all keypersons and well differentiated to meet individual children's needs and learning styles

Targeted –This includes the graduated approach of assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children. It will also include small group activities as well as one to one support where needed.

Specialist –this includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, speech and Language Therapy, Occupational Therapy, Physiotherapy and the Child Development Team. When appropriate the school can request that Local Authority Services carry out a Statutory Assessment.

Social and Emotional Development of all our children

The school implements the Early Years Foundation Stage framework to support children's personal, social and emotional development. Further information for this can be found at www.foundationyears.org.uk. We also teach children strategies to help them socially and emotionally in the following ways:-

Circle time

Small group interventions such as 'PALS'

We operate a key person system whereby each child has a key person with whom they develop a close relationship. The key person carries out the home visit, plans the child's settling in period and is responsible for the child's tracking and monitoring and parents meetings.)

Staff

At Grove House Nursery School and Children's Centre we believe that children's needs will be first met through the high quality first teaching delivered by all practitioners. We actively monitor teaching and learning throughout the school. Staff at the school are well qualified and experienced and we offer continued professional development opportunities for all staff.

School Partnerships and Transitions

How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEN we also:

Pass on SEND records to the new school including SEND support plans or statement/EHC Plans and 'one page profiles'.

Liaise with the SENCO/ of the new school to clarify any information necessary.

If needed we can include suggested ways to support a child to ensure they settle quickly in their new school
If possible we invite the new school to the last review of a child with a statement/ EHC Plan and a transition plan can be set up as part of this meeting.

How do we help children when they move from the infant toddler centre to the over threes?

When moving across:

Information will be passed on to the key person in advance and in most cases, a transition meeting will take place and all necessary paperwork will be handed over to the child's new key person.

Children will be able to visit the over three's regularly prior to their start date.

The new key person will visit the child in the Infant toddler centre to observe him/her and start to develop a relationship.

Joint home visits with the Infant toddler centre key person and the new over threes

Key person will be carried out.

Complaints

If you are concerned at any time about the support your child is receiving please contact the school in this order:

Class teacher

SENCO

Head teacher

Chair of Governors

The schools complaints (available upon request from the School Office)

Local Authority

- [Educational Psychology Service](#)
- [Ealing Service for Children with Additional Needs \(i.e. visual and hearing impairment\)](#)
- [SALT \(Speech and Language Therapy\)](#)
- [OT \(Occupational Therapy\)](#)
- [Physiotherapy](#)
- [Clinical Psychologists](#)

Relevant school policies underpinning this SEND Information Report include:

SEND policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005



GROVE HOUSE NURSERY SCHOOL AND CHILDREN'S CENTRE
Headteacher: Himisha Patel

Policy for Special Educational Needs and Disability

Reviewed: February 2021
Next review: March 2022

Approved by Governing Body at their meeting on 23rd February 2021

Signed:Chair of Governors

Aim

To meet the individual needs of all children, ensuring that all children are enabled to access the whole curriculum, to make good progress and, by means of integrated working, achieve their full potential. The purpose of this policy is to ensure that procedures are in place that are in line with the SEND code of Practice (2014) in order to support staff, parents and governors in working with children with SEND.

Objectives

To create an environment that meets the Special Educational Needs and Disabilities of each child;
To ensure that the Special Educational Needs of children are identified, assessed and provided for;
To make clear the expectations of all partners in the process;
To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and disabilities;
To enable all children to have full access to all elements of the school curriculum and school life;
To enable children in the school to work towards promoting a positive self-image and self worth;
To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process;
To promote joint planning with everyone who is in contact with the child to coordinate support and promote learning as effectively as possible internally and through the use of an EHAP referral system (Appendix 4) where a multi- agency approach is required.

Inclusion

All children at the school are equally valued, regardless of whether or not they have a Special Educational Need or Disability. They are included into every aspect of School life and encouraged to participate fully in all activities. Grove House Nursery School and Children's Centre is fully inclusive and fosters a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

Co-ordination of Provision

The SEN co-ordinator (SENCO) for the children is Helen Mayor. The person with overall responsibility for SEND provision is Himisha Patel. As Headteacher, she will keep the Governing Body fully informed and work closely with the School's SENCO.

The SENCO is responsible for

- The day to day operation of the School's SEND policy
- Liaising with and advising fellow members of staff on identification and strategies.
- Co-ordinating provision for children with special Educational Needs and Disabilities.
- Maintaining the School's SEND register and overseeing the records of all children with SEND
- Liaising with external agencies including the Educational Psychology service, Health Visitors and The Speech and Language Service.
- Liaising with parents and carers and keeping them in touch with other professionals
- Preparing and submitting paperwork for obtaining a statutory assessment for particular children. (Appendix 5)

Definition of Special Educational Needs

The Special Educational Needs and Disabilities Code of Practice states that “A child or young person has SEND 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:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or disabilities and their families. It describes the services and provision that are available both to the families in Ealing that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of Special Educational Need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Ealing Local Offer can be found at the following website: www.ealing.gov.uk/send

Implementation

The school staff work closely in partnership with parents, families and other professionals with regard to special educational needs. The range of needs may include:

- Communication and Interaction- this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment dyspraxia and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia
- Social, mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Sensory and/or physical needs - this includes children with sensory, multisensory and physical difficulties

The key person, with the support of the SENCO and the other members of the Senior Leadership team, is responsible for ensuring that each child and family receive the support they need. The school follows the Code of Practice for SEND, and this policy should be read in conjunction with this document.

The following list of factors are not specific to those children who have SEND, but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman

Admission Arrangements:

Children who have been identified as having additional needs are given priority on admission wherever possible. At their Induction Meeting, parents are given information about SEND procedures within the school, and informed about the effectiveness of early intervention in these needs. On the Home Visit staff talk to parents about any concerns they might have about their child’s development. This visit is an opportunity to start to build trusting relationships and two-way communication between the school and the family.

Resources/Provision

Equipment may be purchased for children with specific requirements as the need arises. Staff may work with small groups on IEP targets (Appendix 3). Non-directive play techniques are used by all staff. Two members of staff are allocated to work with the Speech and Language Therapist and we have a bank of resources to help children with speech and language difficulties.

Identification:

The SEND Code of Practice outlines a graduated response to pupils needs, recognizing that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a Special Educational Need, the Keyperson alongside the class teacher take early action to assess and address the difficulties.

- Children's Special Educational Needs are sometimes identified prior to starting nursery by parents/carers, family doctor, Health Visitor, or other professional e.g. Speech and Language Therapist
- Staff may register a concern about a child following a home visit.
- Special Educational Needs may be identified once the child has started at the School.

This is an ongoing process involving observations by all staff and communication with parents. A team meeting every half-term will be held to go through the class lists so that any staff can highlight any new concerns. An Early Years Action Decision Checklist (Appendix 2) will then be filled in for these children about whom concerns have been raised.

SEN Support

Where it is determined that a child does have SEND, parents will be informed of the decision and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

Assess: The school assesses all of the children's strengths and areas for development through observations and discussions with all keypersons. During the settling-in period, the focus continues to be on building relationships between the key person and the children and families in her/his group. Staff will carry out regular observations on each child, to inform the baseline (Appendix 1 target tracker). If any child is assessed as working below the 22-36 month age band in the prime areas, the key person is to inform the SENCO who will then discuss next steps with keyperson and parents/carers. Children's learning is shared with all parents on a termly basis. The infant toddler School use the same tracking tool as the over threes to identify SEND as well as the 2 year progress check.

Plan: Keypersons and SENCO discuss individual children's learning needs whether additional support would be appropriate and effective. Keypersons and SENCO meet with individual parents and discuss learning and areas of concern and targets will be set in conjunction with the parents/carers.

Do: The key person is responsible for gathering evidence on how well the child is progressing towards these targets. If at any stage during a child's time in nursery a key person has concerns about their progress, the key person should approach the SENCO and complete an Early Years Action Decision Checklist (Appendix 2) to inform further SEND planning for the child. Keypersons and SENCO plan IEP's in discussion with parents. Where the need for involvement from outside agencies has been decided then the SENCO will initiate an EHAP (outside agencies might include : A Speech and Language Therapists , or The Child Development Team).

Review: IEP's are reviewed with the keyperson and parents termly. Where there is multi-agency involvement then a TAF meeting is arranged regularly to review progress and agree next steps. Review meetings should focus on the progress made by the child; the effectiveness of the IEP; the contribution made by parents; updated information and advice and future action. Where there is no involvement of outside agencies then the SENCO and Keyperson (where possible) will meet with the parent(s)/carer(s) to review progress.

The outcome of the review maybe:

1. If the child has made good progress, a decision could be made to remove the child from the SEN support
2. If the child's progress is satisfactory, the child remains at SEN support. A revised IEP is drawn up by the SENCO, Parents/carers, keypersons and support services.
3. If the child makes little or no progress the SENCO will request that the LEA considers issuing an Education and Health Care Plan.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Staged Procedures

At Grove House Nursery School and Children's Centre we have a three tiered approach to support Children's learning.

- Universal – this is quality first teaching for all children, delivered by all keypersons and is differentiated to meet individual children's needs and learning styles.
- Targeted – This includes the graduated approach of 'assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children which includes small group activities as well as one to one support where needed.
- Specialist – this includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy and the Child Development Team.
Where appropriate the School can request that Local Authority Services carry out a Statutory Assessment of need and consider whether an individual requires an Education and Health Care Plan.

At the stage of targeted and Specialist intervention consent must always be gained from parent(s)/carer(s).

At Grove House Nursery School and Children's Centre we adopt a quality first teaching approach, the key characteristics of this are:

- Based on child initiated/adult led play
- Focused lessons with 'smart' objectives
- High expectations for all children's involvement and engagement with their learning
- High levels of interaction with keyperson and other children for all
- Appropriate use of questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- An expectation that children will accept responsibility for their own learning
- Regular use of encouragement and authentic praise to engage and motivate

Parents will always be given a copy of the Individual Education Plans.

EHC PLANS:

Where families, staff and other professionals agree that a child is not making progress even with targeted support at the Specialist Assessment Level of support it may be decided to seek an Education, Health and Care (EHC) plan. This will mean evidence from all those in contact with the child being submitted to the local authority, who will decide whether a child is eligible for funding for individual support.

SENDPLAN:

A SENDPLAN meeting will be held at least once a term, when outside professionals and School staff will meet to discuss children with SEND about whom we have particular concerns. This is a chance for professionals to share information and plan next steps.

Transition Arrangements

When moving across from the infant toddler centre to the over threes:

- Information will be passed on to the keyperson in advance and in most cases, a transition meeting will take place and all necessary paperwork will be handed over to the child's new keyperson.
- Children will be able to visit the over three's regularly prior to their start date.
- The new keyperson will visit the child in the Infant toddler School to observe him/her and start to develop a relationship.
- Joint home visits with the Infant toddler centre keyperson and the new over threes keyperson will be carried out where possible.

When children come from other nursery providers:

- Settings are contacted to obtain information about the child's records and progress.

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans or statement/EHC Plans and 'one page profiles'.
- Liaise with the SENCO/ of the new school to clarify any information necessary.
- If needed we can include suggested ways to support a child to ensure they settle quickly in their new school
- If possible we invite the new school to the last review of a child with a statement/ EHC Plan and a transition plan can be set up as part of this meeting.

Success Criteria

Criteria for evaluating success of the school's SEND policy are:

- More accurate and earlier identification of pupils with SEND
- Evidence of improved pupil performance through entry and exit data
- Increased level of parental involvement and pupil involvement
- All staff have knowledge of pupils with SEND and fulfil their responsibilities with regard to IEP's
- Development of SEND Training

Complaints Procedure

Parents/Carers who wish to make a complaint should approach the class teacher initially. If they are not satisfied the concern is then taken to the SENCO. In the event of no progress the Headteacher takes up the matter. If there is still no resolution the complaint it is brought to the Chair of the Governing Body. See complaints procedure for further information.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 August 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice 0-25 August 2014
- Schools SEND Information Report Regulations (2014)
- Safeguarding Policy
- Teachers Standards 2012
- Admissions Policy
- EYFS statutory framework 2013

Appendices

1.Target Tracker

2.Early Years Action Decision Checklist

3.IEP

4.EHAP

5.Statutory Assessment Form