**Gill Blowers Nursery School SEN Information report**

Updated January 2020

At Gill Blowers Nursery School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers. The SENCO, Assistant SENCO and specialist teaching staff both within the school and external professional such as speech and language therapists, occupational therapists and child and adolescent health service (CAMHS) all work together to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children’s progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. **How does the Nursery School identify and organise support for children with special educational needs?**
* Children are referred to us from the LA’s SEN Service (SEN Team).We are currently funded for up to twelve 3 year olds as well as 2 year olds that have been identified with severe and complex needs.
* All children are observed and tracked within the first 6 weeks and if there are any developmental concerns these are referred to the Assistant SENCO / SENCO in the first instance.

The SENCO, Assistant SENCO and SEN Lead Practitioners will observe and spend time with the child to identify what support is required and discuss this with the classroom staff and parents.

1. **Who are the key people in the school available to discuss parental/carer concerns about their child’s difficulties? (E.g. Class Teacher, SENCO, Inclusion Manager).**

Head Techer and SENCO – Jo Iddenden (both sites of the school)

Assistant SENCO – Michelle Ongley (Both sites of the school)

SEN Lead Practitioners – Clare Butler and Adam Vale (both sites of the school)

SEN Practitioners –Emily Bleaden (Leabank) and Sarah Thomas (Mossdale)

Class Teachers – Jackie Wall (Leabank) and Launa Corin (Mossdale)

We have an open door policy and are accessible to parents when needed. In the unforeseen circumstance that a member of the SEN team are unavailable Parents are encourage to speak to the admin team who can support them to make an appointment.

We hold IEP meetings/reviews every 6-8 weeks with parents. Copies of the IEP review and targets are given to parents. Parents are also provided with copies of reports from relevant professionals.

In addition to IEP review meetings, Parent consultation meetings are held termly where all parents are invited into the nursery to view their child’s learning journey and discuss the progress of their child.

Parents can also request a meeting with the Assistant SENCO / SENCO.

1. **How will parents/carers be informed about a child/young person’s progress within the setting and how will his/her progress be measured?**
* Progress is recorded on the Early Years SEN Developmental Profile.
* There is a home/school communication book for all children with severe and complex needs.
* Verbal feedback is given to parents on a daily basis.
* Parents also receive a written invitation to attend IEP reviews meetings every 6-8 weeks.
* Parents are invited to book an appointment and attend the parent consultation sessions.
* The SENCO, Assistant SENCO and SEN Lead Practitioners oversee the individual educational plan target setting with contributions from key people, parents, class teachers and other relevant professionals.
1. **What support will parents/carers receive if their child/young person has been identified as having special educational needs?**

At Gill Blowers families who have a child identified with SEN receive comprehensive support throughout their time at the school. This process includes:

* Home visits - when necessary
* Advice and support on relevant training, information about the child’s special needs, observation of strategies in action either in person if appropriate or by video.
* Parents are informed of available support groups and if required the Assistant SENCO,SENCO or member of the SEN team will attend with them. Flyers and information is displayed in our reception area (Leabank), Corridor (Leabank) or entry area in classrooms (Both sites)
* Parents/carers are encouraged to be fully involved in every area of their children’s learning and development.
* Parents are supported to access relevant training.
* Parents are able to ask for support to fill in forms relating to funding or support for their child. E.g DLA, DAF, Family Fund.
* Parents are supported to visit possible future school establishments for their children.
* Parents are supported by a member of the SEN Team to attend appointments regarding their child’s special educational needs, such as The Edwin Lobo Development Centre Appointments and Speech and Language Therapist appointments (Where appropriate)
* Parents are invited to attend regular PIP (Parents in Partnership) meetings held at the nursery, run by the SEN Team.
1. **What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?**

We have a Well Being Programme that screens children to highlight their levels of well-being which identifies the children who need extra support. Opportunities are planned to raise specific children’s self-confidence and self-esteem. Our staff are trained in Intensive Interaction techniques which are designed to promote their positive relationships and social interactions with children.

We have a Key Worker system which enables to children to develop a secure attachment.

The staff receive training as the need arises for administration of medication e.g. use of epi pens, stoma bag etc.

We have a “Promoting Positive Behaviour” and “Restrictive Physical Intervention and positive handling of pupils” policy that all staff are aware of and follow. If a concern is raised over a child’s behaviour, senior staff will observe and advise on strategies and interventions.

Where an SEN has been diagnosed and a physical intervention has either been used or may have needed to be used by the Sherwood trained staff to keep the child or others safe, the Assistant SENCO/ SENCO will follow the steps in our “Restrictive Physical Intervention and Positive handling of pupils policy” and ensure a behaviour plan is put into place and discussed with parents. All incidents or near misses are recorded in our bound and numbered book and discussed with parents.

By observing children’s interests we are able to reflect these within their IEP targets to encourage focus and motivation.

We use our Golden Rules, visuals and sign4 feelings to support children in making and understanding good and bad choices and how to work together to resolves problems.

1. **How will teaching be adapted to support the child/young person with special educational/needs?**

All children with SEN have an IEP, as well as individual daily planning to support their holistic development. We offer a range of specific interventions:

* PECS – Picture Exchange Communication System.
* Work stations – Provide the children with a distraction free area where they are able to complete 1:1 work tasks.
* TEACHH – Structured learning programme for children with autism.
* Shoe Box Tasks – structured tasks to enable a child to develop independence.
* Intensive Interaction – to encourage interactions with non-verbal children.
* Attention Autism activities – encourages shared attention through fun based activities.
* Attention Story bucket – Following on from attention activities, this strategy is more literacy based and revolves around a story.
* Makaton and “See and Learn communication programme” – signing to support communication development.
* Identiplay – develops imaginative play skills.
* Sensory focussed curriculum - A variety of sensory based activities to support a child to engage with their environment.
* Schedules – visual pictures/ objects of reference time table.
* Sensory Circuits – Supports children to settle their sensory processes so that they are able to focus better.
* TICPACK – Adapted from TACPAC. Developing Sensory integration and communication through touch and music.
* Language Steps – A programme for verbal children. Specific programme for children to develop their communication from one word level to four word/sentence level.
* Bag books – A visual, tactile and interactive way of developing children’s love of books and literacy skills.
* Talking takes off and Pathways to communication – A specific programme for screening, focusing and developing children’s difficulties with Speech, language and communication.

In each class there are staff that are trained in the different strategies they use. This is overseen by the SENCO, Assistant SENCO, The SEN Lead Practitioners and other professionals. Progress is measured through observation and recorded in the child’s individual Learning Journey using a variety of formats e.g. video, photos, evaluations and written descriptions.

Early Years SEN Developmental profile data is analysed and used to inform the child’s next Steps and IEP targets. These are shared with parents at the IEP reviews and during Parent consultations.

1. **What different types of support can the child/young person receive in school? (e.g. small group or individual)**

The School are supported and advised by:

* SENS (Special Educational Needs Service)
* Early Years Specialist Teacher
* ASD Advisor (Autistic Spectrum Disorder)
* Educational Psychologist
* School Nurse – Service
* Visual Impairment Service
* Occupational Health
* Hearing Impairment Service
* SALT (Speech and Language therapy)

At Gill Blowers we provide a skilled member of staff in each class whose role is to work with children with SEN either individually or in small groups throughout their nursery session. Staff follow the children’s daily planning sheets to complete activities and tasks as planned. All our Early Years Workers are qualified to NVQ Level 3 or equivalent. Relevant staff are given additional training in specific strategies. All members of the SEN team are on a rota to oversee interventions and strategies in use and role model in every class each week.

1. **How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable him/her to have access to after school clubs, school trips an journeys?**

If a child with SEN stays for lunches, they are supported by the SEN practitioner in the class. They are always invited to attend school trips and will be supported by the SEN practitioner and the SEN team. Parents are fully consulted re any trips or activities/events and where appropriate invited along.

1. **How does the (school) involve children/young people in decisions that affect them?**

Through a process of observation we are able to reflect children’s interests in the planning and provision in the nursery. Staff are observant and will follow the child’s lead where appropriate. Activities and strategies are planned to be flexible depending on the child’s mood and focus level.

1. **How are the school resources allocated to support children/young people with SEN?**

The LA provides the nursery with additional funding enabling us to offer specialist support for twelve children. Application can be made for additional funding for two year olds that meet the criteria set by the LA.

This additional funding is allocated to provide specialised support in every class as well as training and resources. The Assistant SENCO/SENCO is responsible for deciding the most effective use of staff and resources. This is reviewed termly.

The Assistant SENCO evaluates the effectiveness of the SEN provision through written and visual observation and this is reported to the Head Teacher/SENCO and Governing Body.

The government also allocate a payment from the Disability Access Fund to those children who are receiving Disability Living allowance. The payment is received by the nursery and the Assistant SENCO/ SENCO decide how the payment should be used. Together with the SENCO, the Assistant SENCO decides on how best to use the money. The allocation of the DAF spending is fedback to parents/carers and visual evidence is gathered in the children’s Learning Journey’s and on the website. The school Governors also carry out monitoring visits on how the money is being used.

 **What services external to the school can provide support to children with SEN?**

The Children and School are supported and advised by:

* SENS (Special Educational Needs Service)
* Early Years Specialist Teacher
* ASD Advisor (Autistic Spectrum Disorder)
* Educational Psychologist
* School Nurse – Service
* Visual Impairment Service
* Occupational Health
* Hearing Impairment Service
* SALT (Speech and Language therapy)
* The SENCO/Assistant SENCO are able to refer children and families to relevant services such as The Edwin Lobo Centre, SENS, Ed Psych, CAMH and Speech and Language.
* The SENCO, Assistant SENCO or SEN Lead Practitioner is able to attend appointments with parents e.g. Multi-disciplinary Assessments at The Edwin Lobo Centre.
* The Assistant SENCO, SENCO and the SEN lead Practitioners regularly meet with external advisors to discuss individual children’s progress and next steps.
1. **How are staff in the school supported to work with children/young people with special educational needs and what training do they have?**

 The SEN Team have received external training on:

* PECS
* TEACHH
* Makaton
* IEP’s
* Sensory Circuits
* Using visuals – Schedules/Key chain
* Bag books
* Sound Communities
* Autism
* Intensive Interaction
* Attention Autism
* Attention Story Bucket
* Downs Syndrome
* TICPACK (Adapted from TACPAC)
* Completing the SEN developmental Profile
* Talking Takes off (TTO)
* Sherwood
* Education, Health and Care Plan and Statutory assessments.

Whole school training has been delivered by the speech and language therapist, Educational Psychologist, School Nurse, SENS Team and SENCO.

1. **How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?**

 All children are fully supported in their transition to their next school. If applicable the Assistant SENCO/ SENCO will gather evidence and apply for an Education, Health and Care Plan in agreement with parents.

* The SENCO, Assistant SENCO or SEN Lead Practitioners accompanies’ parents to visit prospective mainstream and special schools.
* Once a school has been agreed the SENCO will arrange a transition meeting.
* The SEN practitioners will support the children to visit the receiving school.
* On the first day at the new school the children will be supported by a member of the SEN team if necessary.
* The Assistant SENCO/ SENCO will arrange the handover of all relevant information.
1. **How accessible is the school environment?**
* Both sites are fully accessible for wheelchair users.
* Where appropriate symbols, signs, PECS, Makaton are employed to facilitate communication.
* Disabled changing and toilet facilities are also available on both sites.
* Where possible translation advice is sought to meet the needs of parents/carers whose first language is not English.

If parents/carers have any concerns regarding the nursery provision we would encourage them to discuss these with the class teacher in the first instance. For matters are have not been resolved please refer to our complaints policy under the Policy heading on the website.

PLEASE ALSO SEE OUR [DISABILITY EQUALITY SCHEME](http://www.gillblowersnursery.co.uk/wordpress/wp-content/uploads/2020/01/NEW-Disability-Equality-Scheme.docx) FOR MORE INFORMATION REGARDING ACCESSIBILITY.

1. **Who can parents/carers contact for further information at the school?**

The first point of contact may be the Key Worker or class teacher who will refer to the SENCO, Assistant SENCO or Lead Practitioners if needed.

Children are also supported by the SENS Team and the Educational Psychology Service.

Parents/carers should contact Gill Blowers directly and ask to speak to the Assistant SENCO or SENCO.

PLEASE ALSO REFER TO LUTON’S LOCAL OFFER:

 [SEND Local Offer | Luton Directory](https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0)