



## **SEND Provision at our Nursery**

At North Baddesley Infant School and Nursery our aim is to ensure all children are valued equally and have the right to learn, achieve and participate fully in education and in the wider community, regardless of their needs, abilities and behaviour. We strive to provide a nurturing learning environment which recognises each child's strengths and needs and challenges every child to achieve their full potential.

### **What types of Special Educational Needs and Disabilities (SEND) can our Nursery make provision for?**

We make provision for children with a wide range of needs, including those who require extra support with communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical difficulties.

### **How does our Nursery know if a child needs extra help and what should I do if I think my child may have Special Educational Needs (SEN)?**

Our play-based ethos at our Nursery allows our Nursery Leader and Early Years practitioners to observe play skilfully, assess each child's learning and identify any possible barriers. In response, we plan meaningful opportunities to support each child to fulfil their learning potential. Every child's stage of development is assessed on entry, or after their second birthday, and this forms the basis of the statutory Two Year Old Progress Check.

Throughout each child's journey with us, we continually monitor and assess their progress through ongoing observations in line with the Early Years Foundation Stage (EYFS) Framework to ensure they are achieving the expected stage of development for their age.

If we identify that a child may be at an earlier stage of development than would be expected, we use our professional judgement to make provision for suitable next steps. If appropriate, a meeting will be held with our Special Educational Needs & Disabilities Coordinator (SENDCo), Mrs Katie James, who manages the SEND provision at our School and Nursery. In partnership with parents/carers, SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets will be set. SEND identification and provision follow the Government document, the SEND Code of Practice, which gives very clear and specific guidelines.

We would urge parents/carers with any concerns regarding their child's progress, or those who believe their child may have an area of need, to talk to their child's key person or our SENDCo. We believe working in partnership with parents/carers is extremely important and we value their extensive knowledge of their child. Sharing information and observations from home and Nursery helps us to understand the child's needs and provide them with appropriate provision to enable them to be successful.

### **How will the Nursery staff support my child if they have an identified Special Educational Need?**

The SENDCo will liaise with any outside agencies to ensure a child gets the appropriate support. This could include The Services for Young Children (SfYC) Area Inclusion Co-ordinator (Inco) Service, Portage, Speech and Language Therapists (SALT), Occupational Therapists (OT), Outreach or Educational Psychologists (EP).

An initial meeting will be held with the parents/carers, key person and SENDCo to set SMART targets for the child. These targets will form part of their Learning Passport which will help them to bridge the gap in their development or learning. The child's key person will work with them on a 1:1 basis or as part of a small group to ensure they are meeting their targets. Whilst this key person



will have direct responsibility for these targets, they will be shared with all other staff in the Nursery so that each child's area(s) for development can be worked on by everyone.

### **How will the curriculum be matched to my child's needs?**

Our play-based ethos ensures that all children have access to a curriculum that is appropriate for their stage of development which encourages children to take risks and become confident learners who are curious about their world. Our inclusive practice, recognising the needs and interests of each individual child, ensures that all children are happy, successful and ready for life-long learning.

The EYFS Framework acknowledges that children develop and learn at different rates; therefore, every child's unique needs from birth to five are accommodated within the educational programmes set out in the Framework. We use objective-led planning as our model to ensure we cater for all, focussing on the objectives we want different children to achieve and incorporating them into their play.

Staff meetings are held regularly, both formally and informally. The responsibility for planning lies with the Nursery Leader, although all practitioners will be fully involved in this process to ensure the provision is suitable for their key children.

Children's progress is recorded and shared with parents/carers via Tapestry. In addition, we hold regular coffee mornings for parents/carers to talk directly with their child's key person and discuss their child's learning journey. Should a child need a specific intervention alongside the play-based curriculum we provide, this will be recorded as evidence of their progress towards their agreed SMART targets.

### **How does the school know how well my child is doing?**

There are many ways in which we assess and review progress of children with Special Educational Needs, including:

- Regular ongoing observations and assessments made by the child's key person and other Nursery staff during sessions.
- Regular reviews of the child's individual SMART targets on their Learning Passport. The targets set are challenging to support the child to bridge the gap. If the targets are not met, the reasons will be discussed and targets could be adapted with smaller steps or a different approach to ensure success.
- Development of an Education, Health and Care Plan (EHCP) for a child with more complex educational needs. This requires more formal meetings to discuss progress as well as next steps in learning.

### **What support will there be for my child's overall wellbeing?**

We are an inclusive Nursery and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe a child's wellbeing is crucial to their success. We have a very caring and nurturing team who work together to look after all our children's needs.

The key person is primarily responsible for the pastoral, social and medical needs of every child in their group. If additional support is required, the Nursery Leader liaises with the SENDCo for further advice. This may involve working alongside outside agencies, such as Health and Social Services and/or Portage.

The School has a pastoral team with four ELSAs (Emotional Literacy Support Assistant) who work, under the direction of the SENDCo, with children requiring additional social or emotional support.



Our two Pastoral Leads, in addition to their ELSA role, provide a listening ear and offer support, advice and guidance to families. They have trained as Parent Group Leaders to deliver the Family Links Nurturing Programme for Parents/Carers.

### **What specialist services and expertise are available at, or accessed by, the Nursery?**

We work closely with any external agencies that we feel are relevant to an individual child's needs within our Nursery, such as Portage; health professionals, including GP, school nurse, clinical psychologist, paediatrician, speech & language therapist or occupational therapist; social services, including the locality team, social worker and educational psychologist.

Every local authority is required to publish information about services that are available in their area for children and young people with SEND and also services outside of the area that children and young people from their area can access. This is known as the 'Local Offer'; the Hampshire Local Authority 'Local Offer' can be found at the link below:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Hampshire SENDIASS provides free, impartial information, advice and support to parents/carers of children and young people with Special Educational Needs and Disabilities throughout Hampshire. You can find their website on the link below or by calling 01962 845870 (Monday-Friday, 9am-5pm).

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

### **What training do the staff have to support children with SEND?**

Our Nursery is managed by a qualified teacher and we work closely with the School to provide training for our nursery staff. Our SENDCo, Mrs James, is fully qualified and accredited. We have experience of teaching children with Autism, Downs Syndrome, speech and language difficulties, social and emotional needs, as well as physical disabilities. We adapt our training to ensure it covers the needs of all the children in our setting at any particular time.

A member of staff has been trained to deliver speech & language programmes developed by a Speech & Language Therapist.

Our four trained ELSAs receive regular support and supervision from an Educational Psychologist. Our two Pastoral Leads are also accredited TALAs (Therapeutic Active Listening Assistants) and attend supervision with an Educational Psychologist to support them with this. They have also trained as Parent Group Leaders to deliver the Family Links Nurturing Programme for Parents/Carers.

### **How will my child be included in activities outside the classroom, including trips?**

When registering with the Nursery, all parents/carers give their consent for off-site educational visits. All children are included in every aspect of the curriculum and we aim for every child to be included on trips. We will provide the necessary support to ensure that this is successful. In the unlikely event that it is considered unsafe or unsuitable for a child to take part in an activity, then we will endeavour to offer an alternative activity which will cover the same curriculum areas.

### **How accessible is the Nursery environment, both inside and outdoors?**

Our Nursery is situated on our School playground with its own entrance and dedicated outdoor space. It is accessed from the Botley Road entrance and has a ramp to allow access to the large



Nursery room which has kitchen facilities and an accessible toilet. The outside area is secure and is fully accessible from the School playground.

We understand that some children may require additional or different equipment and facilities in order to fully access their learning opportunities. Working in close partnership with parents/carers enables us to plan what types of equipment or adaptations may be needed to ensure a positive learning experience for all our children. When a need arises, we work closely with the appropriate services/agencies to gain expert advice regarding specific requirements.

Designated accessible parking is available in the School car park. For assistance, please call the School Office on 023 80 412412.

### **How will the Nursery prepare and support my child to join the setting or the next stage of education?**

We encourage all new children to visit the Nursery to have a look around prior to starting. For children with an already-identified need or disability, we would encourage further visits to assist with familiarisation with the new surroundings. This gives parents/carers and the child the opportunity to meet their key person, share any information and ask questions.

Our staff work closely with the Infant School and we take our children to use the library, hall and School grounds. As a result, the Reception teachers will be familiar faces to the children before they start School. Our staff are also present at the Infant School 'stay and play' sessions during the summer term.

Should a child be moving on to a different school at the end of their time in the Nursery, we work closely with Reception teachers from other schools who are warmly welcomed to visit the **appropriate** children.

For children with SEND we hold Transition Partnership Agreement (TPA) meetings with parents/carers and school staff, as appropriate, to ensure all stakeholders can support the smooth transition to and from different settings. We liaise closely with staff at other settings when receiving and transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood. We also write social stories for children if transition is potentially going to be difficult. When our more vulnerable children are preparing to leave us for a new school, typically to go to Infant School, we arrange additional visits with a programme specifically tailored to support their transition.

### **How are the Nursery's resources allocated and matched to children's Special Educational Needs?**

We are able to apply for funding if a child has an identified Special Educational Need. This funding provides support, resources and equipment to ensure that the child is able to participate in activities with other children.

### **How is the decision made about the type of support and how much support my child will receive?**

We are committed to early identification of Special Educational Needs and adopt a graduated response to needs, i.e. assess, plan, do and review. Our use of any allocated funding is planned with the child's needs in mind, so they can be met through our flexible, responsive provision. We believe partnership with parents/carers is vital and the child's key person will discuss their observations and assessments regularly with them. The key person, alongside the Nursery Leader and SENDCo, will discuss the child's needs and what support would be appropriate. This will be outlined in the child's Learning Passport and closely monitored to ensure progress is being made. Children all require different levels of support in order to bridge the gap to achieve expected levels appropriate to their age and stage of development.



## How are parents/carers involved in the Nursery? How can I be involved?

We offer an open-door policy and parents/carers are always welcome to make an appointment to meet with the key person to discuss how their child is getting on. We can offer advice and practical strategies that can help a child at home. Sometimes we might contact a parent/carer by telephone or in person to welcome them in to the Nursery for a meeting.

We also hold regular coffee mornings, giving parents/carers the opportunity to meet with a child's key person and discuss the progress they are making through their own personal learning journey; this includes observations made by staff, photo and video evidence and work products. An additional meeting with the SENDCo can be offered at this time, if required. Children with identified SEND will have their needs discussed as part of these meetings and their Learning Passport reviewed.

The SENDCo works in partnership with the Nursery Leader and pastoral team, if appropriate, to set extra provision for children who require additional support. Each child's progress is closely monitored using a combination of assessment data, intervention records and observations at Nursery and at home.

## Who can I contact for further information?

If a child is already at the Nursery, then the first point of contact would be their key person.

For enquiries about a place at our Nursery, please can contact us on 02380 412412 or alternatively email [nursery@northbaddesley-inf.org.uk](mailto:nursery@northbaddesley-inf.org.uk)

The SENDCo, Mrs Katie James, can be contacted via the school office on 02380 412412.

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the Local Authority Local Offer, which is available at <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>

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