



Chatham Nursery School Birth to Five SEND Report to Governors

Chatham Nursery School

Special Educational Needs and Disabilities

(SEND) Information Report

July 2021

SENCO: **Mrs Angela Pagan**

SEN Governor: **Mrs Rita Byrne**

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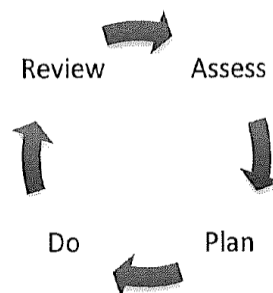
Dedicated SEN time 1 x day per week

Local Offer Contribution: See School website www.chathamnursery.com and Local Offer

Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach which takes place across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer to all children in our care and what we offer in addition to this. These discussions also serve to embed our high expectations amongst staff, about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. It is our whole-school approach to discuss aspirations and achievements with ALL of our learners. This report highlights how we ensure that this practice is embedded within our classrooms, our pastoral care systems and our support arrangements.

Underpinning ALL our provision in School is the **graduated approach** cycle of:



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All staff are responsible for every child in their care, including those with special educational needs (SEND Policy)

Assess

All children`s needs are analysed using the class teacher and key person assessment and experience of working with the child as well as the views and experience of parents. Advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the child is progressing. This Analysis is regularly reviewed to ensure that support and intervention is matched to need.

Plan

Planning involves consultation between the class teacher, key person, SENCO and parents to agree the adjustments, interventions and support that are required and a clear date for review. A play plan may be developed outlining specific targets to be achieved.

DO

Targets set remain the responsibility of the class teacher even where interventions may involve group or one to one work with class staff or the child`s Key Person?

Review

Reviews of a child`s progress are made regularly. The review process evaluates the impact and quality of the support and interventions. Consultation with parents/carers, staff and all outside agencies ensures that additional provision is based on an agreed outcomes approach. These are discussed with the range of professionals who offer support to the child to ensure that all providers are held accountable.

SEND Needs

SEN Support is based around the following four broad areas of need and support. This provision map shows the provision we make for the four areas of need and support.

Area Of Need	Wave 1 (All pupils where appropriate)	Wave 2 (Catch Up and support as needed)	Wave 3 (SEND & specialised support)
Communication & Interaction	Circle Time & PSED sessions Differentiated Curriculum, planning	Personalised visual timetables Direct instructions Small group work to	Use of TEACCH strategies for ASD children Outreach

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	<p>activities, delivery and outcome using simplified language.</p> <p>Increased visual aids.</p> <p>Visual Timetables</p> <p>Use of symbols</p> <p>Structured school & class routines.</p>	<p>support play plan targets</p>	<p>SENISS</p> <p>Educational Psychologist</p> <p>SALT</p>
Cognition & Learning	<p>Language rich environment. Open ended questions used to stimulate conversation.</p> <p>Increased visual aids</p> <p>Photo inspiration within continuous provision.</p>	<p>Diffentiated resources e.g. simple games/puzzles</p> <p>Offer choices to support children having difficulty making or expressing choice</p> <p>Signs and symbols used by practitioners and within the environment to support specific groups of children and reinforce messages.</p>	<p>Focus on developing areas or aspects of learning and development as advised by therapists/inclusion teacher</p> <p>Individual play plans are devised with advice and guidance from parents and specialist agencies.</p> <p>Where possible children requiring support may be allocated a higher staff: child ratio.</p> <p>Transition with child's next school.</p>
Social, Emotional & Mental Health	<p>Whole school behaviour policy</p> <p>Opportunities for children to develop independence and evaluate `risk`.</p> <p>Attitude positive expectations and</p>	<p>Visual timelines, countdown timers, quiet warnings and transition tactics to support children's wellbeing.</p> <p>Staff plan activities and opportunities to support specific areas</p>	<p>Staff and SENCO focus on delivering support sessions advised by therapist/inclusion teacher and adopt specific strategies identified. These sessions/activities are generally offered within the context of</p>

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	<p>responsibility</p>	<p>of focus with small group's e.g. friendship building/ negotiating and social communication.</p>	<p>`normal` nursery provision, however some small and 1-1 sessions maybe valuable.</p> <p>Targeted play plans are devised with advice and guidance from therapists.</p> <p>Communicating with parents/carers- celebrating success, being honest about challenges is essential every day.</p> <p>Whilst inclusion is our ideal- we must accept limitations- all children have the right to be safe and feel safe. In some circumstances children requiring 1-1 support may need to have reduced hour's program to facilitate their inclusion and access to our nursery community and environment.</p>
<p>Sensory and/or Physical Needs</p>	<p>Flexible room arrangements. Children able to move at will to access provision.</p> <p>Staff aware of implications of sensory and physical impairment.</p> <p>Daily physical</p>	<p>Co-ordination & movement focussed activities</p> <p>Fine motor skills</p> <p>Visual auditory perception.</p> <p>Risk assessment to ensure that child's specific needs are met</p>	<p>Individual support to facilitate access to curriculum.</p> <p>Adaption of learning materials e.g. scented pens, play dough, plants</p> <p>Offer facilities for physiotherapist</p>

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	challenges within routines and continuous provision- pouring drinks from jugs, turning taps, steps on climbing frame	by our provision and practice.	Provision of specialist equipment e.g. Seating, ICT, and cutlery. Additional planning and arrangements for transition.
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We have internal processes for monitoring quality of provision and assessment of pupils at SEN support. These include pupil progress meetings, provision mapping and regular meetings held with staff to discuss child's progress.

Working with children and parents/carers

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who`s involved	Frequency
Pupil Reviews	Parents/carers, pupils through learning journeys, all staff	Termly
Target reviews	Parents/carers, pupils, staff and outside agencies involved.	6-12 weeks as appropriate
Early Help Assessment Tool (EHAT) Reviews	Parents/carers, pupils SENCO Outside Agencies	Termly

Staff development and Qualifications with regard to SEND

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of qualification
AP	SENCO SALT trained by Chris Taylor SALT word level assessment EHAT trained ASD trained (TEACCH)	

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SH	SALT trained by Chris Taylor SALT word level assessment Talking Time Language course. Warrington Learning Alliance. URLEY project 18 month course based around language to mentor six Nursery settings across Liverpool to improve language.	

Our SENCO ATTENDS THE School Improvement SEN Briefing in March and November and Consortia meetings. Attendance at meetings with feeder schools to discuss new pupils and their needs.

All staff receive regular safeguarding training at the relevant level.

School External Partnerships and Transition Plans

Our assessment of children and young people with special educational needs is moderated through our school consortia meetings and neighbouring partners.

This year we worked with our feeder schools to provide smooth transition arrangements for children moving onto primary school and welcoming children to our 3-4 year provision from the 2-3 provision within the setting.

Staff and SENCO from our feeder schools were invited into nursery for the children to share their Learning Journey File and for staff to discuss individual child's needs. Extra visits were arranged as required.

Complaints

At Chatham Nursery it is hoped that any complaints with regard to SEND should first be raised with the Head Teacher/ Assistant Head Teacher and/or SENCO. If unresolved parents/carers will be signposted towards the SEND governor.

This year we have had **No** complaints regarding SEND.

What has worked this year?

For our school these have included

- Providing further support for our children with speech and language difficulties through staff training and Language enrichment groups.

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- Providing a comprehensive Local Offer
- Use of outside agencies to support children with SEND.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include;

Continued evaluation of data to assess and monitor the progress and attainment of SEND pupils.

Continued development of pupil and parent/carers feedback and collaboration and how this impacts on progress and attainment of SEND children.