



Executive Headteacher: Ms Andrea Connearn
Head of School: Miss Francesca Turner
SEND Governor: Ms Mary Jackson
SENCO: Mrs Sara Atkinson
Mrs Rachel Rodick (2yr old Provision)

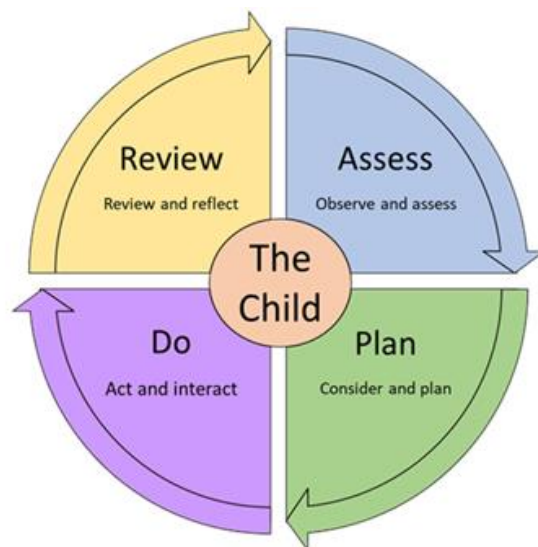
Local Offer Contribution: See School website www.chathamnursery.com and Local Offer
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Our Approach as a School

In 2024 – 25 Chatham Nursery School is committed to providing high quality first teaching to all children attending our nursery. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and develop an environment where all children can flourish, feel safe and become confident and successful learners.

We have a culture of quality CPD for staff as well as in house training and discussions around 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 system and our support arrangements.

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



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, parents and at times outside specialist agencies 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

SEND 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.

Communication and Interaction

At Chatham Nursery School all our children are screened on entry using the WELLCOMM language screening toolkit. This helps to identify any children who may need additional support with their communication and language skills or who could potentially need referrals to Speech and Language Therapy. This screening is repeated on a termly basis to monitor the progress of individual children and ensure any interventions targets the correct areas.

We have also signed up to the NELI (Nuffield Early Language Intervention) Preschool programme, which is a nursery-delivered oral language enrichment and intervention programme for children in the year before they enter formal education – usually three to four year olds. The programme provides a 20-week evidence-based language intervention for all children, as well as additional targeted support for the children who need it the most.

During the academic year 2024-25 we have commissioned additional Speech and Language support from MAST (Merseyside Autism Speech Therapy) through School Consortia funding. MAST are supporting staff with accurately assessing individual children's specific communication and language needs and working alongside staff in class to implement and model appropriate support. The additional support and training received from MAST is allowing us to successfully implement a range of Communication and Interaction interventions during the 2024-25 academic year, including Bucket Therapy, Intensive Interaction.

We work closely with Community Speech and Language therapists to ensure individual under this service have the opportunity to work towards their targets whilst in school.

Cognition and Learning

Children's development is closely tracked across the EYFS and children are continually assessed against age-related expectations. When staff identify cognition and learning needs, further advice and assessment is sought from external agencies such as SENISS, the Educational Psychologist and Developmental Paediatrics. Staff plan bespoke activities for children with cognition and learning difficulties based on the advice of external agencies and using the child's interests and current levels of development as a starting point. Additional resources are supplied where needed to support the engagement of children with cognition and learning difficulties. Children who are presenting with severe learning difficulties have a bespoke timetable and curriculum with an enhanced level of additional adult support to ensure they get the most out of their time in school.

During the 2024-25 academic year, we have commissioned further support through OSSME, who support us with tailoring our provision for specific children with suspected severe learning difficulties.

1. Social, emotional and mental health

As part of our ongoing observation, assessment and planning cycle, staff monitor children's well-being and involvement and record this within observations of children. If staff identify any concerns around the wellbeing of a particular child these are shared immediately with the SENCO and / or Safeguarding Team and will be monitored closely.

We adopt a positive behaviour policy, designed to support the emotional development, mental health and well-being of all children. We are currently exploring a whole-school approach to exploring emotions, that will work for our high number of children with EAL and Learning needs. Staff model emotional language and regulation strategies. We are accessing CPD to assist with the teaching of emotional regulation to young children. Children are encouraged to talk about their feelings on a daily basis through regular emotional check-ins and interactive displays.

As a setting, we recognise that behaviour is a form of communication and seek to find the function and purpose of all behaviours. Where a child is identified as having social, emotional and mental health needs, and is therefore presenting with disruptive or harmful behaviour, individual behaviour plans are written, focusing predominantly on proactive strategies that should be put in place to support the child in their emotional regulation and development.

2. Sensory and/or physical needs

Chatham Nursery School is single storey and is wheelchair accessible. We have nappy changing facilities and our toilet areas are wheelchair accessible. We are committed to improve accessibility for children with disabilities through our Accessibility.

Staff are supported to work with individuals with physical or sensory needs on a case-by-case basis. Advice from the Sensory Team is sought where a child has a visual or hearing impairment.

We have an increasing number of children who present with sensory processing difficulties. We have developed sensory circuits. These have been designed with advice from Children's Occupational Therapy and OSSME and include equipment to provide safe, age-appropriate proprioceptive, vestibular, tactile and visual input, as well as providing a less stimulating space than the busy classroom environment

Children with EHCPs: 13

EHCP in progress: 3

Children receiving other forms SEND support: 3

Children being monitored: 3

In addition to these identified needs, a high percentage of the class are reliant on universal support, reflecting the broader level of need within the cohort.

We have internal processes for monitoring quality of provision and assessment of need. This is overseen by the Leadership Team through monitoring of class planning and individual support plans, informal learning walks and formal observations.

Specialist SEND Provision at Chatham Nursery School:

Since December 2023 we have officially become a 12-part time (15 hour hours per week) authority resourced places for Early Years children who are presenting with complex needs. Placement for these places is arranged through the Local Authority SEN Team.

The resourced placed children at Chatham Nursery School have a bespoke room with a ratio of 3 adults to 6 children ratio. The children receive a bespoke curriculum tailored to their individual needs. The SENCO supports staff to implement this highly bespoke provision with support from external agencies and other professionals involved with each child. The quality of provision is overseen by the Local Authority.

Admissions

Admissions to the Specialist SEND unit and allocation of placement is assessed by an LCC Early Notification SEND officer and decided by a group at placement panel. Children have to meet a certain criteria to gain a place.

Co-Producing with Children, young people and their parents

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

- Gathering information from parents about their child's interests, strengths, areas for development and things that are important to them.
Communicate progress at home and at nursery through our online learning journal "Tapestry".

Parents are asked to express their views about the school through questionnaires given out at different stages of the year and through completing the Parent view questionnaire.

- Parents are expected to attend Parent partnership at regular intervals throughout the year so that they are well informed of their child's progress and areas they can support them with. As soon as a concern is raised about a child's progress, parents/carers are informed and involved in deciding outcomes and how best to support their child. Parents are involved in setting and reviewing the targets set in their child's individual support plans.
- Some parents/carers have been invited to 1:1 support sessions with their child led by our staff or external agencies working with the child.

Parents are encouraged to contribute to their child's assessment records and learning journey.

- We encourage parents to accompany their child on any educational visits.
- We are always keen for parents to become Parent Governors.
- Information is shared through our newsletters, and the school website for parents to support their child's learning.
- Parents / carers are able to speak to staff at any time to discuss any concerns or ask any questions they may have. They can contact class teachers or other key members of staff working with their child by phone, email or face to face when collecting their child.
- Review meetings for children with identified SENDs always take into consideration the individual voice of the child (through the way they present in school) and the views of the parents / carer.
- Where a child has identified SENDs, parents / carers are supported by the SENCO to access training opportunities and support services to help them in understanding and supporting their child's needs at home.

Staff development and Qualifications

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

- In September 2024 the SENCO role in the Nursery School was developed as a three day week non-class based.
- SENCO attends 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
- We have a strong culture of CPD, especially with regards to SEND and meeting mental and physical needs of our children.
- Our assessment of children and young people with special educational needs is moderated through our school consortia meetings and neighbouring partners
- We have a robust transition process including meetings between room leaders, inviting schools children in setting, attending transition conferences, sending EYFS transfer forms and relevant information 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 are invited into nursery for the children to share their learning journey and for staff to discuss individual child's needs. Extra visits were arranged as required

Complaints

We hope to avoid the need for complaints through excellent communication and partnership working with our families. In this way, we hope that any concerns raised can be resolved informally. Our complaints procedure is outlined in our Complaints Policy, available on our website.

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

What has worked this year?

We are constantly striving to improve our provision for all children. Whilst we recognise that our school is continually developing, here are some things we feel have worked well

- The continual development and refreshment of staff knowledge and confidence of adopting different SENDs strategies.
- Development of a new SENDCO.
- Development of a new SEND team within the specialist unit.
- Introduction of online Tapestry Observation system enabling better communication with parents.
- Developing regular visits to parks and local amenities with children from the SEND Specialist Unit and their families.
- Working with local SEND team during panel process to allocate children to different bases based on need.
- Successfully managing the Specialist SEND Unit provision for our children with complex needs, ensuring they get the support that they need.
- 10/10 EHCP applications over the year were accepted
- Successfully applying for Higher Needs Top Up Funding for for children.
- Commissioning additional support through MAST to adopt a coaching and modelling approach to staff development.
- Developing strong working relationships with professionals from other agencies to ensure staff, families and children are able to access high quality support when needed.
- Early Identification of children with complex needs, ensuring timely assessment and support was put in place and ensuring these children have Education Health AND Care Plans in place before their transition to Primary School.
- 7 children went to Specialist primary school.
- 5 children went to mainstream primary school.
- 2 children deferred and will return to us.
- Gaining Centre of Excellence Status for Inclusion Quality Mark.
- Gaining School of Sanctuary Status.

Our Challenges this Year

- The long waiting lists for outside agencies has impacted on the supporting evidence when requesting an EHCP and application for High Needs top up funding.
- Supporting families through the legalities of the SEND system to ensure they are able to access the right support.
- 6 children going to tribunal to get a place at specialist special school – putting parents and staff under a lot of pressure and affecting their mental health and wellbeing.

Further development

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

- Development of an additional Resource Base within the setting to allow for children with less complex needs being given a place within the mainstream classroom with support in place.
- 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.

Date Approved:Review date:

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