

## **SEND Information Report 2023-2024**

<b>Approval body</b>	Governing Body
<b>Approval date</b>	03.10.2023
<b>Implementation date</b>	03.10.2023
<b>Review date</b>	Annual

Version	Date Reviewed	Changes since last version
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Our SENDCo is **Lindsey Foster**

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At Sheringham Nursery School and Children's Centre we believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated in mainstream school. We provide for children with a range of special educational needs and disabilities including social communication and complex needs such as Down Syndrome, Autism, Cerebral Palsy and physical impairments.

**Children with special educational needs and disabilities may become known to our setting in a number of ways:**

- A family may indicate that their child has a particular need when they register their child for a nursery place. We will meet with the family and discuss their child's needs and we will agree on what we can both do to help their child in nursery.
- Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School such as: Parent and Toddler group, Buttercup or pre-nursery sessions. If this is the case we will observe the child/children and find out what is causing them difficulty. We will also discuss our concerns with the family and find out more information about their child/children.
- Staff may become aware of children with special needs during home visits prior to their starting date at Nursery. If this is the case then we will find out more information and put together a plan of action to help them have a smooth transition into the nursery school.
- Our Best Start in Life (BSIL) Practitioners may become aware of a child with special needs through attendance at local Children's Centre meetings. The BSIL Practitioner will contact the family and arrange to visit them at home. They will offer a range of support and activities e.g. invite the family to bring their child to groups on offer at the children's centre, which may be of interest.
- Learning support services who are working with the families in the area may contact the school or advise the family to contact the school. We will work closely with both the family and the outside agency and use the information already

available to identify what their SEND is and devise a plan to support this in our setting .

Please read our [SEND Policy](#) and our [Parents' Guide to Special Educational Needs and Disabilities](#) for further information on identifying Special Educational Needs and Disabilities. These are available on our website, or you can request a printed version at no cost from our receptionist.

### **How we work in partnership with parents in identifying SEND and planning to support them:**

- If we have a concern about a child, we will discuss with the parents if their child's behaviour and understanding are the same at school and at home. We will work with the parent and discuss strategies to support their child so that we are working together to help their child make progress.
- Where appropriate we will invite parents to a meeting to discuss and review the provision that has been put in place to support their child.
- We have an open-door policy and encourage parents to discuss any concerns that they have with their child's key person, SENDCo or head teacher. They can book an appointment if they would like to discuss this in private or they can email the SENDCo and she will get back to them ASAP.

### **How we adapt the curriculum so that we meet children's special educational needs:**

- The curriculum we present is broad and balanced. Staff plan activities, which are appropriate, and are flexible enough to meet the needs of all children including those with a range of special needs.
- We use additional interventions where appropriate for children with SEND. For example, we use 'Box Clever', which is delivered by trained practitioners in small groups to develop children's vocabulary, language and social skills.
- Children with SEND are part of the free flow provision at Sheringham and children are always encouraged to engage in peer interactions with children who have SEND.
- We work with other professionals such as speech therapists, physiotherapists and complex needs practitioners who may advise certain changes.

### **How we support improving emotional and social development:**

- Personal, Social and Emotional development is a high priority in our curriculum. We have a strongly emphasised Key Person Approach to support children's social and emotional development and feeling of belonging. Where necessary, staff offer specific social skills interventions and follow specialist advice provided by other professionals.
- Children are encouraged to vocalise their thoughts and opinions and these are always treated with respect. When a child is not using language, their actions and

needs are always respected. The child's voice – whether it be verbal or non-verbal – is always taken into consideration when planning for their needs as evidenced in the Early Help Records, Early Years Support Plans, and Special Books.

- All children at the nursery learn about diversity and respect in accordance with our policy on Promoting British Values.
- Children with SEND are encouraged by all staff members to engage in play with their peers and are free to access the provision just as a child without SEND. They are a part of the free flow provision and therefore included in the main class. All children learn about interacting and playing with children who have SEND.
- Our Promoting Positive Behaviour Policy outlines our approach to helping children to behave positively, stand up for their rights appropriately and resolve conflicts.
  - In the policy, we outline some of the specific challenges, which we face as an inclusive nursery school and how we manage those challenges to the benefit of every child.
  - The policy also outlines how we work together to stop bullying. We recognise that “bullying” - deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves – is rare amongst children under five. Hurtful behaviour reduces as young children gradually understand the impact of their actions on others, and develop their capacity to manage their impulses.

#### **How we modify teaching approaches:**

- All our staff are trained in a variety of approaches which means we are able to adapt and support a range of SEND: - Autistic Spectrum Disorder; Speech, Language and Communication needs; Behavioural, Social and Emotional difficulties and Down Syndrome etc.
- We have teachers and support staff with training related to specific learning needs E.g. 'Autism', 'Selective Mutism', 'Speech, Language and Communication Difficulties' and 'Behavioural and Emotional Difficulties'.
- Our planning is tailored to meet the needs of all children and comes, in part, from the children's interests. Delivering the plans may take the form of small groups or individual teaching depending on the children's needs.
- Teachers, Early Years Educators and Learning Support Assistants receive specific training in relation to the use of resources and strategies to support children with SEND. E.g. 'SignAlong', 'Box Clever', 'Intensive Interaction' and 'Attention Autism'.
- Learning Support Assistants are trained as Communication Champions by the NHS Speech and Language Therapist.

#### **How we assess and review children's progress:**

- We have a 'hybrid curriculum' at Sheringham. That means we are combining: A play-based curriculum, together with a focus on children's first-hand exploration and making. The children have significant leadership in this curriculum. Adults support through resourcing this curriculum well, and structuring the learning environment and routines. Adults also support through high-quality interaction: conversation, vocabulary, sustained shared thinking. Adults are 'intentional': we guide children's play towards the skills, concepts and vocabulary that will enrich their play, and prepare them well for their later learning.
- We use the non-statutory guidance *Development Matters* to refer to the checkpoints throughout the year with parents and carers. This supports us to identify children who may need additional support.
- The 5-day settling in report. This outlines how well the child is settling, what they are learning, and how we can work together with parents to help them with anything they find difficult.
- The Progress Check at Age 2. This is for children who start with us between the ages of 2 and 3-years old.
- Children's Progress Day. This happens every term – we meet with every parent to discuss how every child is progressing. During this meeting, we will agree ways forward with them. This ensure that children continue to make progress and gets any extra help if they need it.
- We use an iPad assessment tool called 'Early Years Toolbox' to assess children's progress in vocabulary and early numbers. This acts as a background metric to help us identify those children at risk of making poor progress, and those whose development is a possible cause for concern. This acts as a guide and does not replace practitioners' knowledge of the children. We discuss these children at weekly meetings with staff and put plans in place to support them.
- For children with High Needs, parents are invited to a termly meeting with the SENDCo and Key Person to discuss targets on their child's support plan and how their child is progressing towards them. New targets are set in a plan, do, assess and review cycle. There are regular informal opportunities for parents to meet with their key person and with the SENDCo to discuss progress. Parents can ask for such a meeting to be arranged at any time.
- Some children with High Needs will also have an Early Help Record or Family intervention plan led by either a BSIL practitioner or a health professional.

**What equipment or resources we use to give extra support for children with SEND:**

- We use core vocabulary boards, visual timetables, objects of reference, picture reference, emotion key rings, zones of regulation, sand timers etc. for all children in nursery but are more intentional with these for some children who need more help.
- The Nursery Equalities Policy scheme outlines the importance of acknowledging the range of needs, which may be considered 'disabling' and making appropriate accommodations to ensure all children and their families can be included within the nursery. The Access Strategy monitors accessibility and identifies areas for development. We have toilet frames, chairs of varying heights and even floor surfaces to ensure that the provision is accessible for children with SEND.

### **How we work together with outside agencies to support children with SEND:**

- We have support from specialist/advisory teachers and support staff who work with us to support children with SEND and their families both at home and in nursery.
- We get support from speech and language therapists to advise on strategies and offer support to families. We refer children to this service if we feel they need a block of therapy. We buy in Speech Therapy from the NHS one day a week.
- We get support from Occupational Therapy for children who need assessment, e.g. for specific programmes around toilet training or sensory needs.
- We get support from Physiotherapy for children who need it.
- We get support from the Language, Communication and Interaction Service that supports teachers and staff on how to implement strategies for children with SEND.
- Where a child is involved with a lot of outside agencies we feel it is important to invite everyone together to review a child's progress. We set realistic targets and review strategies that we will use to support the child to achieve those targets. We include parents in all of these discussions.
- With the case of a Looked After Child (LAC), regular LAC reviews are organised to ensure that all agencies involved with the child discuss the child's progress and learning and are a part of setting new targets.
- Parents are signposted to voluntary and charity organisations, such as the National Autistic Society, to ensure that they are well supported.
- Health and Local Authority support services are invited to run groups and workshops with parents to provide specialist support.
- Specialist Health Visitors are invited to attend the Early Help Record meetings, Child in Need meetings and EHCP annual reviews.

### **What other activities are available for children with SEND:**

- We have regular educational visits and children with SEND are always included in these. Parents of all children are welcome to join us on visits.
- We have Forest School sessions and all children have the opportunity to be involved in these sessions.
- We have a Bike Project and all children have the opportunity to be involved in these sessions.
- We plan additional Educational Visits for children with SEND.

### **How we evaluate our teaching and the environment to ensure that it is inclusive:**

- Every term, the SENDCo carries out the Inclusive Profile Audit (ICP) to ensure that the provision is accessible for children with Special Educational Needs and Disabilities. Action plans are then devised as a result.
- The Accessibility Plan outlines how we are ensuring that the nursery is accessible for children and parents with SEND

### **How we support children's transition into our nursery, and transition to primary school:**

- We invite all children and their parents to pre-nursery sessions in the summer term before they start nursery. They get the opportunity to engage in high quality experiences and become familiar with the setting.
- We offer home visits to all children so that we can see the children in their own environment and begin to build a relationship before they start nursery.
- We have a settling in period for all children and this varies in length depending on each child's needs.
- Transition to Reception is very important and as soon as we know which schools our children are transferring to, we start organising a transition programme.
- We invite Reception teachers to come and visit the children in the nursery and read them a story. We organise visits to reception. Depending on the child's needs, the number of visits will vary.
- Teachers from the nursery will meet with teachers from reception and discuss the children's needs and development.
- The SENDCo will meet with the SENDCo's from the primary schools to discuss children with SEND and strategies that they use to support their development. Parents are also invited to meet with both SENDCo's and voice any concerns that they may have about their child starting school.
- We hold workshops for parents in conjunction with Sheringham Primary School to prepare families in the best possible way to support their child starting school.
- We work with parents to request EHCP assessments so that children with SEND have a statutory plan which will follow them through to adulthood.
- We organise a buddy system for parents to meet with other parents of children with SEND and direct parents to support networks so they may learn about the various transitions through life that their child will experience.

#### **How additional funding works:**

- Schools receive funding for all children with SEND and they provide what children need from this (including equipment).
- The Nursery receives block funding for 15 assessment places for children with a high level of need and the SENDCo will then allocate this funding to the relevant children. The SENDCo will write up an early years support plan for each child and will make it personal to their specific needs. This support plan will be shared with parents, external agencies and all staff in the nursery.
- Through the Early Notification process, the SENDCo can request further funding for a child at the discretion of the local authority.
- If a child has an Education and Health Care Plan (EHCP) the parent will have a say in how additional funding is used. The parent will be told if this means they are eligible for a personal budget, however, this must be used to fund the agreed plan for the child.



### **Where parents/carers can get extra support:**

- There are a number of parent support groups e.g. Parent Partnership.  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)
- Parents can get advice and information on special educational needs at:  
<https://www.gov.uk/children-with-special-educational-needs>
- If your child has special educational needs (SEN) find out about the support available and how you can get it on the Newham Council website:  
<http://www.newham.gov.uk/Pages/Services/Special-educational-needs.aspx>
- The SENDCo holds a monthly group at the nursery for parents of children with additional needs. This is a supportive group and enables parents to talk to other parents and share strategies.
- The SENDCo manages a WhatsApp group for parents of children with SEND. This is a supportive group for parents. Videos are sent regularly that model useful strategies to support at home.

### **About the Local Offer:**

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer', which sets out support that is available for children and young people with SEND in the local area. Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services.

<http://www.families.newham.gov.uk/>

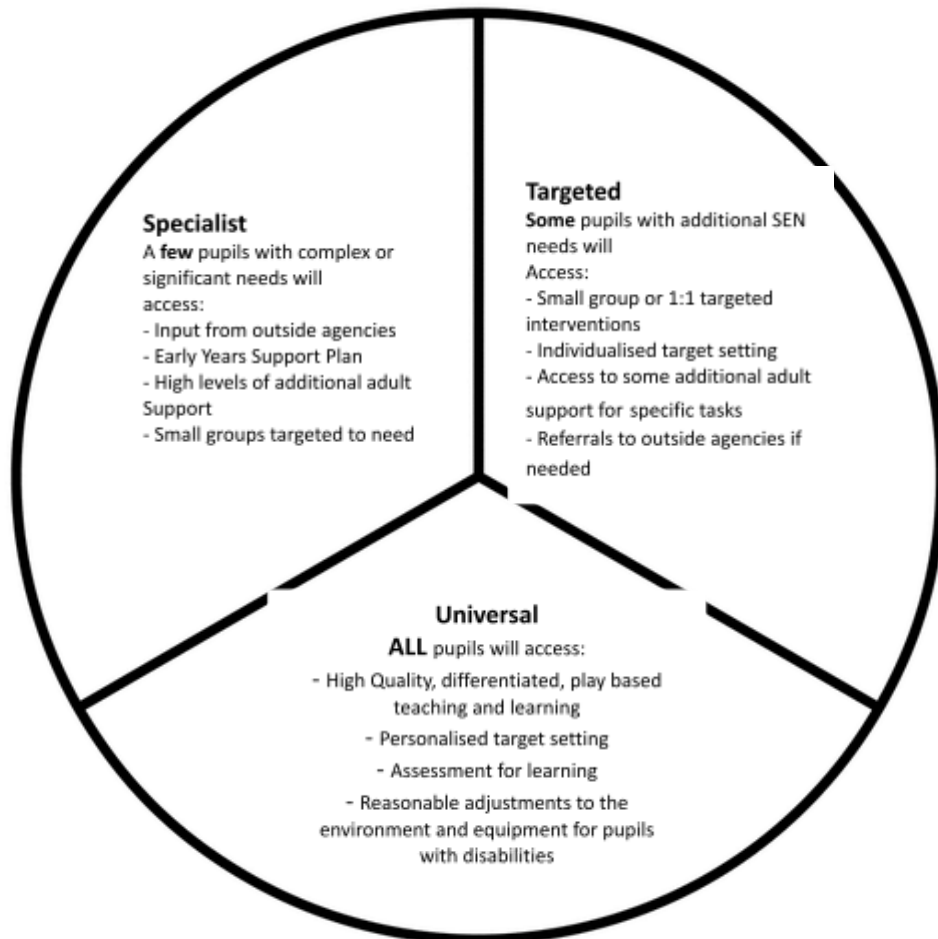
Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for children with SEND. This is the Local Offer for Sheringham Nursery School. It describes the arrangements we make that are 'additional' and 'different' for children with SEND.

The following information outlines the support and provision children with SEND can expect at Sheringham Nursery School. At Sheringham, we believe that every child has the right to excellent play based education which is carefully planned to meet their own abilities/disabilities, so that each child can achieve to the best of their potential.

'If we are disabled, either in body or mind, treasure us especially and give us the care we need to live happily in the world' (*text adapted by Caroline Castle from right number 23 of the UN Convention on the Rights of the Child*).

The diagram below illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL children, the additional provision which may be needed by some children and the specialist provision available to the few children with significant or complex needs.

## The Sheringham Nursery School Offer



**If you are not satisfied with a decision regarding your child, we have a complaints policy.**

The policy explains how to make a complaint and what to do if you are not satisfied with how your complaint is handled. It outlines a full appeals procedure. You can access the policy on our website, or ask for it to be printed out for you by our receptionist at no charge.

**Contact details:**

Lindsey Foster – Head Teacher and SENDCo with accreditation

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