



# Special Educational Needs and Disability Report

## Introduction

All staff who work within the Wellingborough Nursery Schools Federation warmly welcome all children including those, who have special educational needs and disabilities. From September 2014 Local Authorities (LAs) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to improve choice for families and is also an important resource for parents in understanding the range of services and provision in the local area. The link to the LA Local Offer website in Northamptonshire can be found at:

[http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer#\\_ga=1.211710869.1870993352.1464882433](http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer#_ga=1.211710869.1870993352.1464882433)

Support and advice for parents is available from the Information and Advice Service  
<http://www.iasnorthants.co.uk/Pages/home.aspx>  
tel. 01604 636111 or email: [contact@iasnorthants.co.uk](mailto:contact@iasnorthants.co.uk)

Information, Advice and Support Service  
Springfield  
Cliftonville  
Northampton  
NN1 5BE



Nationally and locally all providers are expected to engage in inclusive practices. The Wellingborough Nursery Schools Federation is fully committed to inclusion and we strive to ensure that all our children attain their full potential. For the majority of children this will be through high quality and inclusive teaching standards. However, for some children there are times when additional support is needed to help them achieve. This includes children with sensory and/or physical needs, communication and interaction difficulties, cognitive and learning needs and social, emotional and mental health difficulties (as identified in the SEND Code of Practice (2014)). [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Wellingborough Nursery Schools Federation adheres to this Code of Practice, to the Equality Act (2010) <http://www.legislation.gov.uk/ukpga/2010/15/contents> and to associated guidance by the Local Authority. adheres to this Code of Practice, to the Equality Act (2010) <http://www.legislation.gov.uk/ukpga/2010/15/contents> and to associated guidance by the Local Authority.

The Federation has a SENCo and a Governor with responsibility for SEND. For any further information, please feel free to contact with Nursery School:

Croyland Nursery School- 01933 279681  
Highfield Nursery School- 01933 225039

## **Admission of Children with Special Educational Needs and Disabilities**

Children with special educational needs and disabilities are admitted in accordance with the Federation's Admissions Policy. For all parents of children with Special Educational Needs, places will be offered once full consideration of need has been undertaken to ensure the child's needs can be met and appropriate support given.

Should it be known in advance that a child has an additional need of any kind, the child will continue to be admitted in accordance with the admissions policy. Once the child has been given a place and prior to the child commencing that place, the SENCo will seek additional information from parents and parental consent to obtain information from professionals already working with the child. We will always visit the family at home. This is to ensure that the child's needs can be met upon starting here. The need for any training or any medication and/or equipment will be identified and put in place in advance, so that the environment and

the staff are ready to receive the child and so that the child is safe and the settling in phase as smooth as possible.

In order to ensure that children with additional needs are fully included, we assess the individual needs of a child, so that staff are enabled to meet those needs. Adjustments will be made to the environment as necessary, e.g. in order to facilitate the use of a walking frame, a wheelchair or other equipment. Under such circumstances we will put a personal emergency evacuation plan in place and ensure that it is rehearsed and reviewed with the child here. We will ensure access to the Early Years Foundation Stage (EYFS) by adjusting and differentiating the curriculum, the environment and the approach of staff.

## **Accessibility**

At Croyland Nursery School and Day Nursery all children, including those with SEND, can access the provision for 15 or 30 hours per week during 48 weeks per year. Provision is also provided for fee paying children from 6 months to 4 years for 51 weeks of the year on a full time or part time basis. At Highfield Nursery School all children, including those with SEND, can access the provision for 15 or 30 hours per week during 38 weeks per year. The Nursery Schools are fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The buildings are fully wheelchair accessible and has disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the Nursery environments.

## **Implementation of our Special Educational Needs and Disability Policy**

The Federation adheres to its Special Educational Needs and Disability Policy. We make provision for all children, irrespective of special educational need or disability. We ensure access to the environment and to the curriculum. For all parents of children with Special Educational Needs, places will be offered once full consideration of need has been undertaken to ensure the child's needs can be met and appropriate support given.

All children are assessed when they start here. We use the Early Years Foundation Stage Profile document, which informs understanding of child development through the early years ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/237249/Early\\_Years\\_Outcomes.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/237249/Early_Years_Outcomes.pdf)).

If a child is not achieving as per his/her chronological age, then the key worker will discuss the child with the teacher working within the Nursery School, the Federation's SENCo and the parents. In this way, children with speech and language delay, children with English as a second language and children with any learning delay are identified and their needs met. In this way

the needs of children, who have not yet had a specific diagnosis, are also identified, so that their needs are addressed and met by staff.

A conversation will be had with the child's parents and we will assess the child in more detail, using the locally developed Portage Developmental Profile. We will then ensure that the child is referred to the right professionals, be they NHS staff, such as Pediatricians and Therapists or Local Authority staff, such as the specialist support service and specialist teachers. We seek their advice, set targets for the child and meet regularly with the child's parents and professionals to ensure that the child's learning and development are optimised and to ensure that the work of all professionals is effectively coordinated. Review meetings also monitor the effectiveness of the provision for the children, which is recorded on our provision map. Review meetings also consider the wider needs of the family, such as applications for Disability Living Allowance and other financial help, such as the Family Fund. We will put families in touch with departments/organisations that may be able to support and advise, e.g. the information, advice support service, the National Autistic Society and many more. We work as per the policies of the Local Authority and will apply for high needs funding and make requests for statutory assessments as necessary. We contribute to the assessment process as requested.

The Executive Headteacher's reports to the Governing Body contain information on the children on the SEND provision map and our SEND Governor is involved in challenging, supporting and auditing our SEND provision.

### **How the Federation enables children with special educational needs to engage in the activities of the Nursery School's (including physical activities) together with children who do not have special educational needs.**

We provide a range of different ways in which children can access the array of learning opportunities at nursery. All experiences and activities are available to all of the children. The staff are adept at ensuring the learning environment, their activities and teaching approaches are differentiated to meet individual children's needs. Specialist advice and support from Portage, Speech and Language Therapist and other specialist services support us in this work. Additional staffing, often provided through 'high needs funding' throughout the nursery sessions give children additional support as it is needed and also give focused one to one support when required.

Pictures or objects of reference are used to aide communication and to engage the children in activities with other children. The targets for individual children may involve dual activities where a child with additional needs works with another without additional needs. In group time there is always additional support so that all children can fully participate. One of the first activities often involves all the children welcoming and acknowledging each other.

Extra support is also provided for children who are learning to listen and attend when sitting with a group of children.

### **Support that is available for improving the emotional, mental and social development of children with special educational needs.**

Children with additional needs are planned for and included in all learning activities. If they need some quiet time, there are spaces available for them to have such time. Transitional objects may be used to help children feel confident. Children with additional needs may be given extra time with support to complete tasks to lessen any anxiety. Each child is treated as an individual according to his or her needs.

There is much liaison between parents and staff on the well-being of the children and what may help and what may trigger certain behaviours. These discussions happen daily at dropping off and at collection times. All children's well-being is regularly tracked but if a child's well-being scores are a concern they will be monitored more closely and discussions and strategies found to improve them.

If a child displays challenging behaviours, we use the ABC approach to assess in detail what triggers may cause a given child to display such behaviours (please refer to our Behaviour Policy). We do that in collaboration with parents and with external advisors. Occasionally, when it is not possible to pinpoint any triggers, we work closely to help the child feel calm and settled as quickly as possible after the challenging behaviours have occurred.

Children without additional needs are encouraged to support those who have. For example, by becoming a special friend, children help and guide others with routines, such as finding their peg before group time.

### **Information about staff**

The staff team is extremely experienced at exploring and meeting the individual needs of children. All staff have received statutory training and are trained in First Aid and Safeguarding. There are a number of specially trained pediatric first aiders for each of the schools, one designated safeguarding lead and four deputy safeguarding leads (DSLs) for safeguarding concerns.

Training is refreshed annually and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

On entry, all children are assessed through a baseline assessment. When a child with additional needs attends the nursery, specialist advice and support is sought from external colleagues as appropriate to the needs and circumstances. For example, medical training was provided for staff to meet the needs of two children who had tracheostomies.

Specialist colleagues, such as teachers for hearing impaired children provide advice to staff, so that they have the necessary knowledge and understanding to be able to meet all the child's needs. If more generic expertise would be helpful, key staff will be asked to attend relevant training e.g. on Autistic Spectrum Disorder.

Other expert advice may be received in writing, such as from the Speech and Language Therapist and the Educational Psychologist. However, if the advice needs any clarification, the SENCo would contact the relevant colleagues and request clarification and/or a visit to discuss further.

### **Consulting parents of children with special educational needs about, and involving such parents in, the education of their child**

There are formal occasions such as Parents Consultations where parents are involved in discussions about their child's education. We also have an 'open door' policy where parents are able to speak to their child's keyworker before or after the nursery day to pass on a message/piece of information. Alternatively the SENCo will always meet a parent on request.

Parents are represented on the Federation's governing body.

Parents of children with SEND are always involved in discussions and decisions about their children through the regular reviews that the SENCo convenes with external specialist staff e.g. Portage

### **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

When starting nursery, parents are asked to complete an 'All about me' form with their child. This reflects the voice of the child, showing his or her interests, concerns and strengths. Parents also complete a 'parent booklet' highlighting any interests their child has and what skills they already have in terms of their development.

As part of the review process we collect and record the views of the child at an age appropriate level within their 'Record of Achievement Books' together with information gained from observations of the child and in the One Page Profile. These observations are then shared and discussed at review meetings. Staff use cameras and video footage to capture the voice of the child, this is shared at the review meetings and recorded.

### **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the Centre**

Parents are involved at all stages of their child's 'journey' through the nursery schools. If parents wish to discuss a concern, they would talk to the child's keyworker in the first instance.

If they wish to take it further, then they can take it up with the nursery teacher. They are also always welcome to discuss the concern with the SENCo and or the executive head teacher.

If the parent is not content, the matter would need to be dealt with formally under the Federation's complaints policy, which is available from reception.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children.**

We adopt a 'team around the family' approach, based on the needs of the individual child and family. The schools have access to all professionals that may work with children with additional needs, and will contact those, whose expertise and advice may be helpful to the child, the family and/or the nursery. Non NHS organisations, such as our Federation, can now refer directly to the specialist health services, such as the therapists and the community paediatric service. Engagement by some departments, such as Health Visitors and Children's Centre services staff requires further work. In some cases the family may agree to an Early Help Assessment (EHA) to bring agencies together in support of the family.

**The Federations arrangements for supporting children with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.**

The SENCo will liaise with the receiving school to agree transition arrangements that will meet the needs of the individual children and families. A smooth transition is ensured through early and timely planning for the transition. A specific transition plan will be drawn up and includes visits to the school, visits by school staff to the nursery and transition meetings with parents, staff and linked professionals. Information regarding the child's development and progress, and individual learning plans will be shared through the transition meetings. Additional transitional visits will be made if required to familiarise the child and his/her family with the new setting and staff. The child's records will be passed on to the receiving school.

For children who will be transferring within the nursery, transition meetings are held internally with parents, staff and linked professionals. Children have regular transition visits between the nursery rooms, supported by their key worker. Staff share information, complete home visits and meet parents before the child starts in their new nursery room. Parents have opportunities to look around the nursery and meet the nursery team. We will ensure smooth transitions through the age phases.

## **The contact details of services for the parents of children with special educational needs**

The Local Authority is responsible for making sure that parents are informed about its mediation service. Information can be found on:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/Pages/Compliments-complaints.aspx>

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