Wallace Road Nursery School

Special Educational Needs and Disability (SEND) Information

2024-2025

Wallace Road Nursery School is committed to meeting the needs of all children, regardless of their developmental stage or whether the have specific needs in any area. We aim to be inclusive by removing barriers where possible and involving all children in all aspects of nursery.

All governing bodies of maintained schools have a legal duty to publish information on their website about the policy implementation for children with SEND. We have an Inclusion Policy and a Special Educational Needs Policy, both of which can be found on our website.

What types of SEND do we provide for?	Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are: • Cognition and learning, • Communication and interaction, • Social, Emotional and Mental Health, • Sensory and/or physical and Medical Needs. In our Nursery school we make provision for pupils who have a variety of different needs. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The actual support will be based on the specific needs of each pupil. This can include a variety of adaptions including changes to the physical environment, changes to teaching styles as well as levels of adult support.

How do we identify and assess pupils with SEND?	a) A child may enter nursery with identified additional needs and be already known to other agencies. In these cases, it is the responsibility of the SENDCo to gather relevant information and to liaise with other professionals, with the consent of parents. Following a settling in period the SENDCo and the child's Key Worker will meet with parents to decide next steps. Any targets that have been agreed will be written into an Additional Support Plan (ASP). b) During the settling in period staff will make observations and if they have concerns about a child's development they will arrange to meet with parents to gather information. Ways forward will be discussed and if necessary an ASP will be used. It may be necessary to refer the child to outside agencies for further assessment or guidance. In this instance parents will be fully supported and involved in the process. Parental permission will also be gained prior to referral. c) Parents are welcomed and encouraged to discuss any concerns they may have (in regards to their child's development or behaviour) with their child's Key Worker or the SENCo/ Head teacher. There will always be children in nursery who will benefit from small group work or individual support for speech and language development. These children will not be identified as having special educational needs. However, we will record the interventions on a Universal Provision Map.
Who is our Special Educational Needs and Disabilities Co-ordinator (SENDCo) and how can he/she be contacted?	**Tatyanna Antoine is currently our SENDCo** and you can contact her by ringing the school office on 01604 713422, emailing head@wallaceroad.northants-ecl.gov.uk or coming in to school where we will make an appointment that is convenient to you.
What is our approach to teaching pupils with SEND?	We aim to meet the needs of the majority of children within our nursery environment whilst recognising that some children may have special educational needs that require staff to adapt the learning environment and their teaching. We know that some pupils may have difficulties in more than one area and we will always do our best to meet their needs. The things we do vary and actual support will be based on the specific needs of each pupil.
How do we adapt the curriculum and learning environment?	As well as specific support for identified children, we offer generalised support within nursery. If your child has difficulty with producing speech sounds, he/she may spend individual time with a suitably trained member of staff. Alternatively he/she may join a group focusing on the understanding and use of language or a nurture group aimed at encouraging social skills. We also plan small group activities for our children who have English as an additional language. Our universal provision map highlights which children will receive additional help during the week. Every child in our nursery is valued as an individual, whatever their needs might be.
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	Any pupils with SEND have full access to our indoor and outdoor learning environments which make up the provision in our Nursery School. Where appropriate and possible, adaptations will be made to these environments depending on the individual needs of the pupil.
How do we ensure access to the curriculum for children with extended	If there are any children who require an extended period of absence due to SEN or medical needs, the SENCo will provide ideas and activities to support development at home, based on individual support plans.

periods of absence? e.g. long term illness/ COVID isolation.	
How do we consult parents of pupils with SEND and involve them in their child's education?	Parents/carers are kept fully informed about their child's progress and any concerns. Any programmes of work are shared with parents and they are encouraged to support their child's learning at home (School may suggest activities and resources that you may wish to use with your child at home). Review meetings are held each term, but staff are available to talk to parents informally on a daily basis. Where appropriate, Annual Reviews are held to evaluate provision made for a child who has an Educational Health Care Plan (EHCP).
How do we assess and review pupils' progress towards their outcomes?	For all our children, Key Workers will make formative assessments whilst interacting with children. Key Workers will identify and discuss children working at expected levels and highlight those who are working below Age Related Expectations during pupil progress staff meetings. Staff will also take photographs and videos and occasionally make written observations to share with parents/carers on Dojo. If your child is receiving additional support, we use the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: **Assess, Plan, Do, Review**. We monitor our pupils regularly and targets will be reviewed regularly with the Key Worker. Home school diaries may be used with children who have complex needs. We operate an open-door policy and parents/carers are always welcome to speak to the nursery team during drop off and pick up times, although they must appreciate these can be very busy times.
How do we support pupils moving between different phases of education?	Towards the end of the year, if your child has been receiving additional support, the receiving school will be invited to a transition review and usually the new class teacher will spend time in nursery getting to know your child. Written information will be passed on to the new school with parental consent. Some children may transfer with an Education, Health and Care Plan in place and we will guide and support parents/carers through the whole procedure.
How do we support pupils with SEND to improve their emotional and social development?	Our nursery follows our early years curriculum alongside the Development Matters framework. We place a high emphasis on learning through routines, high quality play experiences and focussed adult led group time. Key workers are on hand to teach and to guide and we recognise the importance of fostering and raising self-esteem. Strategies to encourage positive behaviour are used and our children are expected to use "kind hands", to share and take turns. The class team will observe and note your child's strengths and interests. Their views and feelings will be interpreted through these observations as well as through sensitive dialogue with your child. All staff will take time to listen to children and issues will be addressed through stories and picture books and if necessary by social stories which will focus on specific concerns.
What expertise and training do our staff have to support pupils with SEND?	All staff will be encouraged to take advantage of training courses and programmes in order to develop and extend their knowledge and expertise with regard to Special Educational Needs and Disabilities. If a child enters with a specific medical need, staff undergo the relevant training to ensure their needs can be safely met.
How will we secure specialist expertise?	In our school if we feel a pupil needs more specialist help we can make contact with a number of agencies and support services. The relevant request forms will be completed and parental consent will be required before asking for involvement from any outside professional.
How do we involve other organisations in meeting	We work with a number of outside agencies. Professionals include: Speech and Language Therapists, Physiotherapists, Occupational Therapists, Health Visitors, SEND Support Service, Educational Psychologists, the Sensory Education Support Service and Social Care.

the needs of pupils with SEND and supporting their families?	
How do we evaluate the effectiveness of our SEND provision?	The effectiveness of the school's provision for pupils with SEND is monitored through the termly pupil progress staff meetings and analysis of data by the Headteacher. A termly progress report is produced by the SENDCo for the Governing Body. Included in this report is an evaluation of SEND provision. We also have a SEND link Governor whom acts as a critical friend and aids the SENDCo in monitoring the effectiveness of the SEND provision in school. OFSTED will also thoroughly evaluate the effectiveness of our SEND provision when the school is inspected.
How do we handle complaints from parents of children with SEN about provision made at the school?	If you have a complaint about the provision at school, please make contact with the SENDCo/Headteacher in the first instance. Our school and governing body take complaints seriously and will act upon these on an individual basis. For more information and the steps to follow when wishing to make a complaint, please see our complaints policy on the school website - https://wallaceroadnurseryschool.co.uk/index.php
Where can the LA's local offer be found?	West Northamptonshire Council's Local Authority's Local Offer can be found at: https://www.westnorthants.gov.uk/local-offer West Northamptonshire Council's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

Our SEND profile for 2024-25

In the academic year **2024-25 20%** of the 54 children in the cohort were identified as having SEND. This is an increase of 2% on the previous year. This percentage is made up of the following groups:

- 6% - Cognition and Learning Need
- 11% - Communication and Interaction Need
- 7% - Social, Emotional and Mental Health Need
- 6% - Physical and Sensory Need

Communication and language is our biggest area of need and the targeted support (Wave 2) offered at this level includes 121 activities with an Early Years Practitioner while waiting for personalised and/or intensive support (Wave 3)