



St Pauls Nursery School and Children's Centre

Special Educational Needs and Disability (SEND) Offer

This document should be read in conjunction with our SEND policy and other information about our centres ethos, values and practice found on our website.

How accessible is the setting?

St. Paul's Nursery School and Children's Centre is committed to providing high quality care and education to all children. We believe that all children, including those identified as having special education needs and/ or disability, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and that they are fully included in all aspects of the Centre.

This means that we strive to respond to children and their families in ways that take account of their unique personal histories, experiences and needs.

- Careful consideration given to the arrangement of the learning environment, inside and outside to ensure that all children have access to the full range of appropriate learning experiences.
- Specialist professionals, such as Physiotherapist and Sensory support teachers work closely with the staff team to adapt the environment to maximise opportunities for inclusive learning and developing independence.
- All the Centre spaces are accessible for wheel chair users and those with reduced mobility
- We have accessible toilets facilities for children and adults
- We endeavour to make parent communications available in accessible formats i.e. website translate, font size, text speak etc
- We want all children to access curriculum opportunities off site, including trips. Careful consideration is given to planning to meet the specific access requirements of all children with discussion with parents/ carers. A risk assessment would be written and shared with the parents/carers if necessary.

How do you identify if a child needs extra help with their learning?

Identification, assessment, monitoring and review procedures.

The Centre's system for regularly observing, assessing, recording and planning for the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Observations of children's learning and development are recorded using OPAL milestones, are recorded on Starting Point or Spotlight documents and accessible to parents. Universal assessment and monitoring methods include:

- Home visit with parent carers and key person including opportunity to share information about child's development and any concerns
- OPAL milestone assessments
- Building Learning Power (BLP) and Bristol Characteristics of Effective Learning assessments
- The Accounting Early for Life Long Learning Programme (AcE) assessments
- Progress reviews with parents/carers
- Observations of behavioural, emotional and social development by key person

- Information from another setting which has provided services to that child/family
- Integrated progress review for Two year olds

In addition, 'specialist' assessments and monitoring methods may be undertaken or considered to gather information and plan for teaching in specific areas of learning or difficulty.

- Bristol Every Child a Talker (BECAT) language and communication development assessment
- BRISC language and communication development assessment
- Differentiated Early Years Outcomes (DEYO) assessment tool
- Antecedent, Behaviour, Consequences and Communication (ABCC) monitoring format
- An existing support plan or statutory Education Health and Care plan (EHCP)
- Assessments by a specialist service such as Educational Psychology, Speech Therapist, Physiotherapist, Portage worker, Bristol Autism Team identifying additional needs

To support our practice the Centre staff regularly work with specialist professionals including Speech and Language Therapists, Community Paediatricians, Occupational Therapists, Physio Therapists, Educational Physiologists and Early Support Key working Team. **Parents are always involved in this referral process.**

How will I be able to raise any concerns I may have regarding my child's development?

Please speak to your child's key person if you have any concerns or worries.

In addition to discussion at daily drop off and pick up times regular opportunities to speak to your key person are planned

- Home visits and settling in sessions
- Integrated progress review for Two year olds
- Starting Point, Spotlight Months, Review meetings

Other centre staff may also be able to help with specific concerns

- SENCo – access to and liaison with specific health and inclusion support services
- Family support team- individual parenting support
- Speech and Language therapist at Drop In sessions- four times a year
- Information, advice and guidance worker – access to childcare, returning to work and benefits- once a month

What is the settings approach to supporting different children's needs and how will that help my child? How will learning and development provision be matched to my child's needs?

Our setting recognises that all children are unique learners and we give careful consideration to supporting each individual learning journey. Our staff team are experienced in planning and adapting the curriculum to ensure that learning opportunities are child centred, accessible and promote progress.

SEND Graduated Approach sets out how additional provision is implemented.

The SEN code of practice (2014) states that

“a graduated approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person is experiencing”

The four step action cycle **Assess - Plan - Do - Review** is followed to inform the provision, teaching strategies and additional support to be implemented.

Assess

Key person, parent /carer, SENCo and relevant specialist professionals will meet to share observations of a child's progress, their strengths and areas of difficulties.

Plan

Individual provision map documenting teaching strategies and additional support completed by key person and teacher/SENCo. Individual learning priorities to work towards at nursery and home are set informed by recommendations from relevant professionals and parents views.

Do

Key person, teachers and support staff work closely to deliver support identified, monitor its' effectiveness and record progress towards identified learning priorities.

Review

Progress towards learning priorities and effectiveness of teaching strategies is reviewed regularly with all relevant staff, specialist professionals and parent/ carers.

New individual learning priorities will be set to maintain progress and offer appropriate challenge.

How is the decision made about what type and how much support my child will receive? And how will I be involved?

As part of the graduated approach learning progress and the effectiveness of teaching strategies are reviewed regularly with parents and key staff. If additional expertise is needed to promote or maintain progress it will be sought via referral to relevant service. Parents are always involved in this referral process.

In some circumstances additional funding for specialist equipment or extra staff can be applied for through the Early Years SEN panel. A support plan is completed by the parent/ carers, SENCo and Health professionals and documents a comprehensive plan identifying why additional funding is needed and how it will be spent.

Early Years SEN Panel will decide the allocation of funding using the "Bristol Universal Descriptors". These document levels of support need and appropriate teaching strategies alongside funding levels that can be accessed by the setting.

How will I know if my child is making progress in their learning?

Your key person will informally share about your child's learning at nursery daily at pick up times. In addition regular meetings are planned through the nursery year.

- Home visits and settling in sessions
- Integrated progress review for Two year olds
- OPAL assessments : Starting Points, Spotlights, Review meetings
- Progress review meetings

During Spotlight meetings your key person will share your child's learning assessments and celebrate their progress. Together you will decide on next learning priorities and explore some ways they could be supported to achieve them.

Parents of children who have an identified additional need will also be given the opportunity to meet with key staff and other relevant professionals to review progress towards individual education plan priorities. This happens every 6 to 8 weeks.

What training have the staff supporting children with SEND had or are having?

The SENCo attends regular cluster meetings to update developments in Special Educational Needs Education and Inclusion.

In-house Additional Needs and Inclusion training is provided through staff meetings, by the SENCo and other professionals, for example, Speech and Language Therapist, Bristol Autism team, Sensory support Teachers, Inclusion team and Children's Hospital.

All staff are encouraged to extend their own professional development and the Inclusion Lead will ensure appropriate training by monitoring and identifying the evolving needs of both staff and children.

Key members of the staff team have received training in
Autism awareness

More Than Words (Supporting children with Social communication difficulties)

Learning language and Loving It (Supporting children with communication delay)

Hickman line training

Tube feeding

BRISC

How does the setting manage the administrations of medicines and manage personal care?

Your key person will explain our Administration of Medication Policy and procedures we use to ensure medications are safely handled. All medications must be correctly labelled and safe storage for medications is available. Key staff have received training and clear records are kept. Any specialist training to administer medication to individual children will be sought as required and a comprehensive health plan will be written in conjunction with parents and relevant medical staff.

The key person or individual support worker is responsible for personal care such as helping with toileting and changing for their key group of children. In their absence a 'buddy' member of staff, who knows your child well, will help. At the home visit we will gather information about personal care routines to ensure they can feel as familiar as possible at nursery.

How will my child be prepared to move onto the next stage within the setting or onto school?

We recognise that 'moving on' can be difficult for a child with SEND and this may cause anxieties for families and we take steps to make the transition as smooth as possible. Our transition rationale and policy sets out our commitment and practice at this time.

As children move between nursery rooms as they get older, parents and children will be invited to meet their new key person, visit the new space and have a joint home visit. All assessment documents and any individual plans will be passed on and essential information shared between parents, previous keyperson and new keyperson.

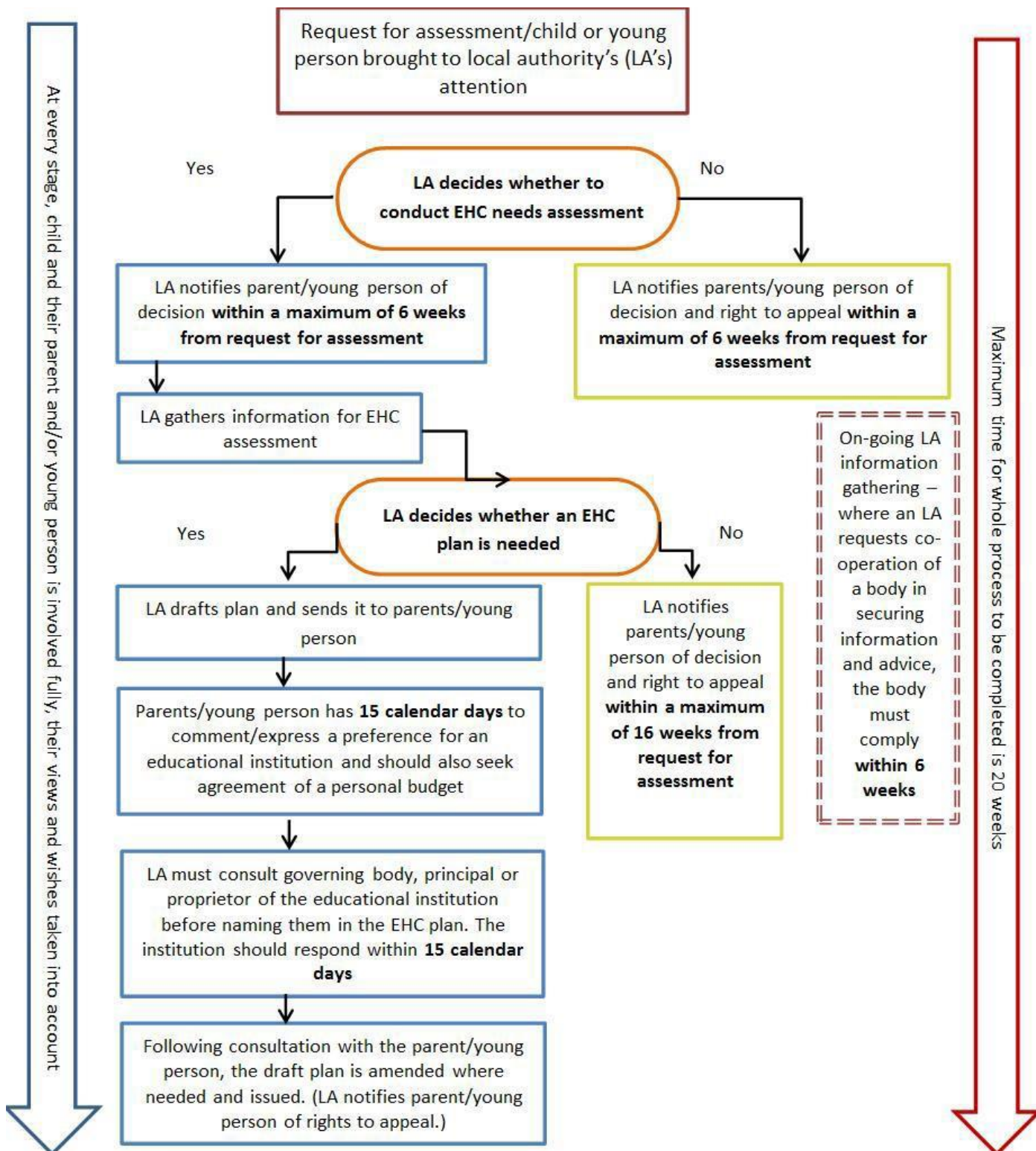
For children moving onto Primary School or other settings we can support parents to find out about all types of schools and make applications. We can arrange for the new setting staff to visit the child and parents at the centre. A transition meeting with the SENCo from the receiving school, relevant outside agencies, nursery staff and parents /carers will be arranged to make a transition plan and pass on all relevant documentation. The child's assessment documents are passed to the parents/carers to share with the new setting.

The transition plan is individual to the child and family and could include additional visits, photo books showing the new building, people and routine and arrangements for any specialist equipment or staff training to be made.

If a child may require a specialist setting in their school years, you or the setting may decide to request a Statutory Education, Health and Care Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future. The EHC Plan will have long and short term goals for your child. It will set out what support they need and how they will receive this support.

Appendix A

statutory timescales for EHC needs assessment and EHC plan development



Appendix B

flow diagram on arrangements for supporting children with Special Educational Needs in early years settings

