

Rebecca Cheetham Nursery School and Children's Centre

Special Educational Needs Information Report (Local Offer) 2016 -2017

Date: January 2017

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 SEN in the local area.

Newham's Local Offer is available on the Newham Website:

<https://www.newham.gov.uk/Pages/Services/Services-for-children-aged-0-to-4.aspx> and tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Rebecca Cheetham Nursery Education Centre. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEN. This information has been produced together with the parents/carers and will be reviewed annually.

Our school website (www.rebeccacheetham.newham.sch.uk) has been designed to provide parents with all the information they need. Many areas within this document are discussed in more detail on the website. Where applicable, links to the documents referenced are provided.

At Rebecca Cheetham 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.

Rebecca Cheetham Nursery School Offer

ALL pupils will access	Some pupils with additional SEN needs will Access
<ul style="list-style-type: none">• High Quality, differentiated, play based teaching and learning• Personalised target setting• Assessment for learning	<ul style="list-style-type: none">• Small group or 1:1 targeted interventions• Individualised target setting• Access to some additional adult support for specific tasks• Referrals to outside agencies if needed

Children with special needs 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.

- 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 Family support worker may become aware of a child with special needs through attendance at locality Children's Centre meetings. The Family support worker will contact the family and arrange to visit them at home.
- Our staff are skilled in identifying children and families who would benefit from Early Help, when a child might need additional support. Nursery staff liaise with the children centre staff to provide early help in order to prevent concerns from escalating.

How we work in partnership with parents in identifying SEN 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.
- We have an open door policy and encourage parents to discuss any concerns that they have with their child's key person, SENCO or Deputy Head teacher. They can book an appointment if they would like to discuss this in private or they can email the SENCO and she will get back to them when due course.

How we adapt the curriculum so that we cater for SEN

- The curriculum we provide is broad and balanced. Activities are carefully planned to be accessible to all learners and staff are trained to adapt them to an individual needs. These will then become developmentally appropriate, differentiated and flexible enough to meet the needs of *all* children including those with a range of special needs.
- Additional interventions will be used so as to appropriately target the child's needs. For example we use 'Box Clever to develop children's language skills', Nurture group, sensory interventions and 'sensory room sessions to develop language, listening, understanding and social skills'.

How we modify teaching approaches

- All our staffs are trained in a variety of approaches us to adapt and support a range of SEN including Autistic Spectrum Condition; Speech, Language and Communication needs; behavioural, social and emotional difficulties and Downs Syndrome.
- Our planning is tailored to meet the needs of all children and stems from the child's interests. Delivery of these plans may take the form of small groups or individual teaching depending on the children's needs.

- Teachers and support staff have also received specific training in relation to the use of resources and strategies to support children with SEN. E.g. 'Awareness of Autism', 'Box clever' and 'quiet ones'

How does the school know whether pupils are making progress?

- At a minimum, pupils are assessed against the seven areas of the EYFS upon entry, autumn term, spring term and when they leave to join Reception. Our Two Year Olds are assessed separately upon entry, in the autumn term, spring term and when they turn three in the seven areas of learning too.
- We use the Early Years tracker to assess progress and to identify those children at risk of making poor progress, and those whose development is a possible cause of concern. We discuss these children at weekly meetings with staff and put plans in place to support them.
- Children who have been identified as having high level special needs are assessed using the B Squared tracking system.
- Teachers and the senior leadership team hold meetings with local schools to moderate our assessments to ensure that they are accurate.
- For children with SEN, the key person and SENCO will meet with the parent termly to discuss the support that is in place to support their child's development and the progress that they have made.

How is support organised for pupils with identified special educational needs?

- Adult support is allocated based on the individual need of the child. It may be in the form of support at group time, during free play, targeted small groups or full 1:1 support.

What equipment or resources we use to give extra support

- We use visual timetables, objects of reference, picture reference, sand timers and intensive interaction for children who need it.
- We have a sensory room in our nursery which helps to develop social skills and language and communication skills.

How are decisions made about how much support individual pupils receive?

- Children are carefully assessed by the SENCO, Class Teacher and Key person to decide how much support is needed. Parents are also a part of this decision making process through personal profile meetings. The nursery will apply for High Needs Funding for children who are identified as needing a high level of adult support.

How does the school know if the extra support is helping pupils to make progress?

- Our detailed assessment systems mean that we can identify children who have received additional support and clearly track the progress they have made in all areas of the curriculum.

What specialist support or services does the school access for pupils with SEN?

- We are aided by specialist/advisory teachers and support staff who work with us to help children with SEND and their families both at home and in the nursery.
- The nursery accesses all support services that are needed by individual children. These may include Speech and Language Therapy, Occupational Therapy, Physio Therapy, Educational Psychology Services, Social Emotional and Behavioural Services, Complex Needs and Dyslexia Service, Language Communication and Interaction Services, and services for visually impaired and deaf children
- 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 strategies that will be used to support the child in reaching these targets. Parents are included in all of these discussions.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parents/Carers are invited to each personal meeting and their views are valued and recorded. As the child's primary educator, information they have from home is invaluable to their child reaching their full potential.

How we support transition into our nursery and when they leave.

- We invite all children and their parents to pre nursery sessions in the summer term before they start nursery. They get the chance to meet their new key person and become familiar with the setting.
- We offer home visits to all children so that we can see the child in their own environment and begin to build a relationship with them 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 nursery and read them a story. We organise visits to reception, the number of times varying according to the child's needs.
- Teachers from the nursery will meet with teachers from reception and discuss the individual needs and development of each child.
- The SENCO will meet with the SENCO's from the relevant primary schools to discuss children with SEN and the strategies that have been used to support their development. Parents are also invited to meet with both SENCO's and voice any concerns that they may have about their child starting school.

How additional funding works.

- In some circumstances, the nursery will gather evidence to present to panel in order to receive funding for SEN children. Additional funding is not always guaranteed but the nursery will always ensure that the child has the resources they need to develop regardless of funding.
- If a child has a statement the parent will have a say in how additional funding is used. The parent will be told if they are eligible for a personal budget however, this must be used to fund the agreed plan for the child.

Where can I get more information about Rebecca Cheetham Nursery's School Offer?

You can contact the Inclusion Manager who will be able to answer any questions you may have.

What can I do if I am unhappy with anything?

In the first instance, you should discuss your concerns with the class teacher and Inclusion Manager. If you feel the issue has not been resolved you should follow the schools complaint procedure which can be found on our website.

Who can parents/carers contact in regards to their child's special educational needs?

The child's key person or class teacher

Sophie Sutherland –Senior Nursery Nurse in charge of SEN

Julie Rickard – Nursery Nurse aiding SEN children

Farhana Hoque– SENCo

Mandy Young – Deputy Head

Rohan Allen– Head Teacher