

Special Educational Needs Information Report

Ratified by Oxclose Community Nursery School Governing Board March 2018

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND need are:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical

The Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Special Educational Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Educational Needs Information Report'.

Oxclose Community Nursery School Special Educational Needs Information Report

Oxclose Community Nursery School is part of the Resourced Provision Partnership in Sunderland for children with Physical or Medical Barriers to learning. Other schools in the partnership include Oxclose Primary Academy and Oxclose Comprehensive Academy.

Questions

1. Who are the best people to talk to in this school about my child's difficulties with learning / special educational needs or disability (SEND)?

The class teacher is responsible for:

- Planning activities and assessing your child's progress.
- They ensure that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning.

The Inclusion Manager is Mrs Nicola Knight and is responsible for:

- Daily organisation of SEND in the school.
- Regular communication with staff, professionals and parents to set targets for children's learning.
- Support staff to develop effective strategies to support children's learning.

The SENDco is Mrs Julie Heron and is responsible for :

- Developing and reviewing the school's SEND policy
- Update the school's provision map and SEND register
- Co-ordinate children's progress records.

The Headteacher is Mrs Julie Heron and responsible for:

- Ensuring that children's needs are met
- SEND budget management and the deployment of resources / equipment
- Ensure the Governing Body are kept up to date about issues relating to SEND.

The SEND Governor is Mrs Kirkland and responsible for:

- Making sure the necessary support is given for any child who attends the school, who has SEND.

2 What are the different types of support available for children with SEND in Oxclose Nursery School?

- Your child's Key Worker plans learning for your child building on from what he / she already know, can do and can understand.
- When a child is identified as not making expected progress the Key Worker will plan intervention based on the child's need. This will be discussed with parents / carers.

Stage One (School Support)

- The key worker and Inclusion Manager will plan specific work to support your child's needs.
- This could happen during group time, when children are involved in playing and exploring the learning environment, in a small group or in a one to one situation with support staff.

Stage Two (SEND support)

- If a child continues to have some delay we will ask your permission to refer your child to a specialist professional. This could be an outside agency such as Speech and Language Therapist, Educational Psychologist, ASD outreach team,
- With advice from professionals the Inclusion Manager and Key Worker will write an Individual Support Plan (ISP). This will detail the support your child requires, along with strategies and resources needed. Parents/ carers are encouraged to contribute to the ISP.
- If progress continues to be below what is expected then a multi-agency meeting will be scheduled to discuss what actions to take to meet the needs of the child.
- All professionals involved with the child, school staff and parent / carers will meet to consider the next steps for the child.
- If a child is identified by professionals as needing a particularly high level support this may involve making a request to the Local Authority for a formal statutory assessment or an educational health and care plan.

Stage Three – Formal Statutory Assessment (EHCP)

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child including some from you) they will decide whether they think your child's needs (as described in the paper work provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the current support.
- After the report have all been sent in, the 'Panel of Professionals' will decided if your child's needs are severe, complex and lifelong. If this is the case they write a Statement of Special Educational Needs or an Education Health Care Plan(EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

3 How can I let the school know I am concerned about my child's progress in school?

- Parents are welcome into school at the beginning and end of each session. This is an opportunity for brief a conversation with your child's key worker about day to day concerns.
- You can make an appointment to speak to your child's key worker.
- You can arrange an appointment before or after school to speak to the Inclusion Manager or SENco if you are concerned that your child is still not making progress.

4. How will the school let me know if they have any concerns about my child's learning in school?

- If your child is identified as not making progress the school will set up an meeting to discuss this with you in more detail and to listen to any concerns you may have too.
- The school will plan any additional support your child may receive and inform you of progress and achievement.

- The school will discuss with you any referrals to outside professionals to support your child's learning.

5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Sunderland LA, includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on a basis of needs in the school.

6. Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- SEND support assistants
- Inclusion Manager & SENco
- Educational Psychologist

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Language and Learning Team
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service but delivered in school:

- Health Visitor Team
- Occupational Therapy
- Physiotherapy

7. How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENco and the Inclusion Manager's job is to support the Key Worker in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on all SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service such as Early Bird and Speech and Language difficulties.

8. How will teaching be adapted for my child with SEND?

- Key workers' will plan learning activities according to the specific needs of all the children in their group, and will ensure that your child's needs are met.
- Trained staff will support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their key worker.
- Their progress is reviewed half termly in the Early Years Prime areas of development:
 - Personal, social & emotional development
 - Communication and Language Development
 - Physical Development
- Children may have an IEP with personal targets which will be reviewed regularly.
- Progress of children with a Statement / EHC plan is formally reviewed at the Annual Review with all adults involved with the child's education.
- The Inclusion Manager and SENco will continue to monitor your child's progress.

10. How accessible is the school environment?

- The building is on one level and exits and egresses are ramped.
- We have a child's toilet adapted for easy access and a changing room with a hoist, large changing bed and shower facility.
- Our learning environment is large and specifically set out for easy access for children with mobility difficulty.
- We ensure, wherever possible that equipment used is accessible to all children regardless of their needs.

11. How will my child be included in activities outside the classroom?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures put in place to enable all children to participate.
- However, if it is deemed that a high level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.
- As part of the LA Physical and Medical Partnership we have access to a mini bus with wheelchair access.

12. What if my child has medical needs?

- If a child has a medical need then a detailed Care Plan is compiled with support from the medical professionals involved with the child e.g.; community paediatric nursing team and in consultation with parents/carers.
- Plans are discussed with all staff.

- Staff receive appropriate training on an annual basis.
- Where necessary and in agreement with parents/ carers medicines are administered in school but only where signed Medication consent form is in place to ensure the safety of both child and staff member.
- Risk assessments are completed to support children with complex medical needs.
- All staff have paediatric first aid training.

13. How will the school prepare and support my child to join the setting or transfer to a new setting in the next stage of their development?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Discussions between the previous nursery / setting prior to your child joining our school.
- An exit review is planned, parents/carers and all professionals involved with your child are invited to discuss with the receiving SENco arrangements and support required to meet your child's needs.
- Additional visits are arranged for children who need extra time in their new setting.
- We will make sure that all records about your child are passed on as soon as possible.

14. How are parents involved in the setting? How can I be involved?

- All parent/carers are welcome in the school and encouraged to join parent groups, special events or volunteer for school outings.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.