

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT 2018-2019



## INTRODUCTION

At Somerset Nursery School and Children's Centre we are committed to providing a nurturing environment in which all children can thrive. Our staff work together to provide an inclusive environment which meets a diverse range of learning needs. This helps children to feel valued, confident and make the best possible progress.

As a school, we work within the Wandsworth guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for. We follow our 'Equality and Disability' policy and also have an 'Accessibility' plan.

We offer a range of provision which supports children identified with;

- Communication and Interaction Needs
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Problems
- Sensory or Physical needs

This report describes the provision for children in the Nursery School and in Robin Room.

## **What should I do if I am concerned about my child's progress or special educational needs?**

Come and talk to your child's Keyperson. They know your child really well, can reassure you and make sure you have all the information you need. They can talk about the strategies they are using to help your child and share the progress they see them making. They may suggest that you meet with the SENCO to talk in more detail about your concerns. The SENCO can talk with you about other professionals who can offer advice and support. They can make referrals to services on your behalf and, if other professionals are involved, work with them and the nursery team to ensure that all adults are working well together to help your child.

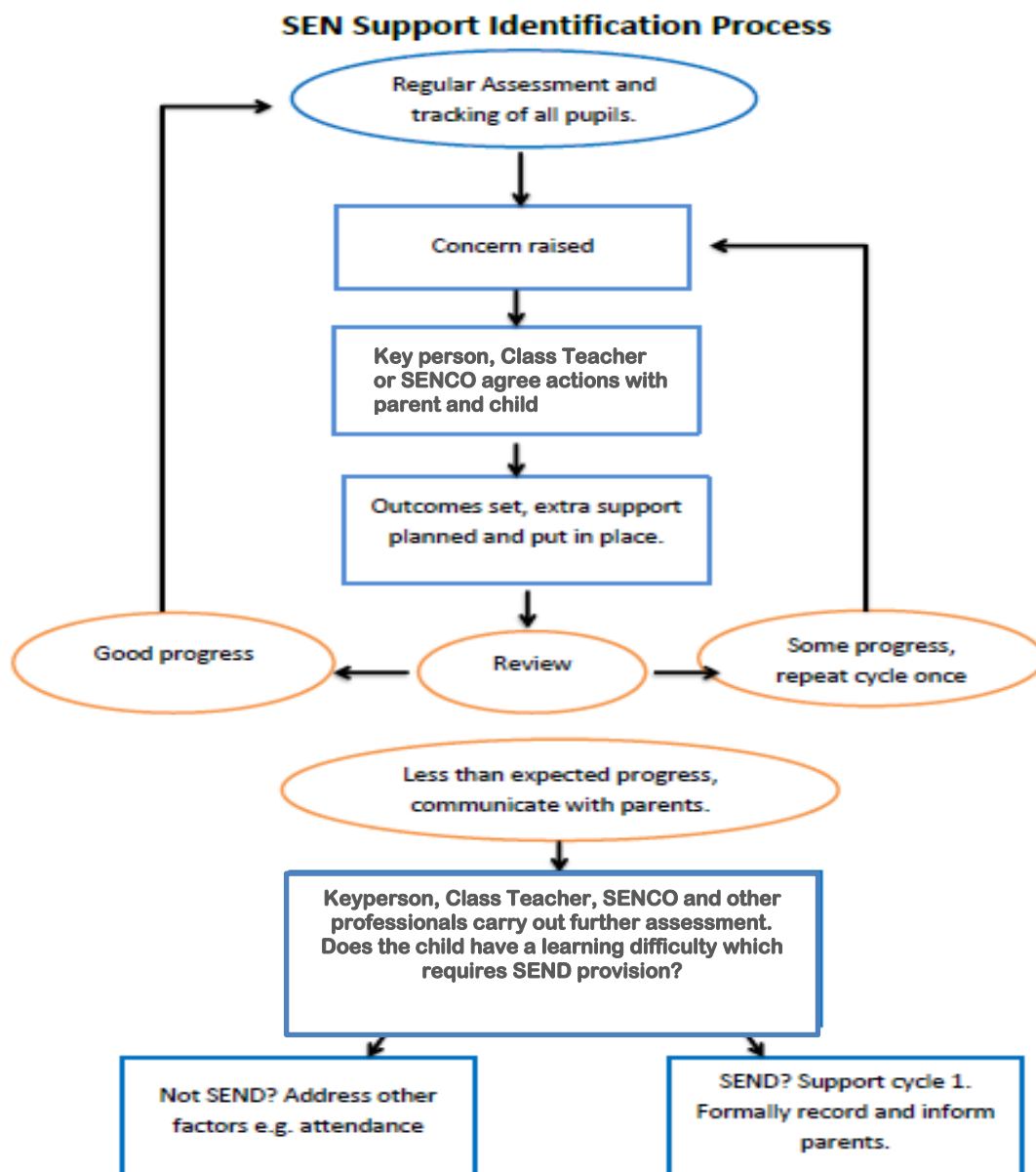
Our Special Education Needs Co-ordinator (SENCO) is Belinda Murray

Please contact her on 020 7223 5455 [bmurray@somerset.wandsworth.sch.uk](mailto:bmurray@somerset.wandsworth.sch.uk)

## How does the school decide whether a child has special education needs and what extra help they need?

Some children have greater difficulty learning than other children their age. This is described as a Special Educational Need (SEN). Some children may have a disability which limits their access to learning. This is described as a Special Educational Needs and Disability (SEND). For many reasons this may not have been noticed before a child joins the nursery.

Once in nursery, if a child is not making the progress expected for their age it is important that any extra help that they need is identified quickly. Whether the family or the nursery raise a concern first, these are the steps we follow;



## **How will I know how my child is doing and how will you help me to support my child's learning?**

By working closely together as a team you will always know how your child is doing and you will be able to let us know about their progress outside nursery. We will have regular meetings every term, more frequently if you need, and we seek outside support and help if necessary to join this team. We call this team the Team Around the Child (TAC).

Your child's Learning Story Book will contain records of their progress, targets and strategies for support. If your child has a learning difficulty which requires SEND provision they will have an Individual Education Plan. **This will set out the extra help we need to give your child each term, to meet their needs, so that they can reach a learning target.**

**Before your child moves to Primary School the Class Teacher will write a report providing a detailed account of their progress and achievement.**- is this the learning story?

We can help you access additional support by introducing you to the Family Support Worker or Contact (-a-Family Worker). We also run drop-in sessions and workshops in our Children's Centre where you can meet other parents, get advice from professionals, or develop new skills which relate to your child's needs.

## **How will my child be involved and consulted?**

We use photography, video and written observations to help us understand how your child is feeling about their experience at nursery. We help children take photographs of things and people in the environment which are important to them. We work with you and your child to make a Learning Story Book which includes a collection of photographs of their learning experiences. By sharing this with your child we can get an insight into how they feel about learning and relationships at school.

By working with your child in this way, their opinions and feelings contribute to each stage of planning and review.

## **How do you assess and review my child's progress?**

Keyperson staff and Class Teachers provide regular assessments as part of a rigorous assessment cycle at Somerset. Their ability to accurately assess is supported through

regular staff training and moderation. This information is discussed with the Senior Leadership Team at baseline and termly Pupil Progress meetings.

If extra help is put in place to support your child this will be part of a graduated response to their need. We follow an 'Assess, Plan, Do, Review' cycle to ensure we are putting the most effective support in place to help your child.

Any children with **an Education Health and Care Plan** will have a formal review of the plan every six months.

### **How is teaching and the curriculum adapted to my child's needs?**

At Somerset we have an immersive approach to learning. We believe all children learn best when they can engage in sensory exploration, learn through meaningful real-life experiences and have the opportunity to pursue their interests. Our planning is tailored to individual children's interests and needs. Our high quality teaching methods support all children's learning. However, some children may need extra support or alternative teaching strategies to get the most out of these experiences.

Extra help might include:

- Small group support
- Individual support
- Use of additional adults
- Multi-sensory methods and use of the Sensory Room
- Access to specific resources (use of technology, specific aids)
- Attendance with family at Children's Centre Groups and Workshops
- Attendance with family at NEWPIN (Family Action) sessions
- Use of additional communication strategies, e.g. Makaton, visual time-table or Picture Exchange Communication Systems (PECS)

### **What support is there for my child's emotional well-being?**

Daily team meetings ensure good information-sharing across the team. High staff ratios, and skilful observation by staff, ensure that your child's well-being is carefully monitored. Our priority is to help your child make good relationships with adults at school so they feel safe and secure, and to help them make friendships with other children so they feel confident and happy.

Sometimes we plan small group games which help to develop children's social

communication. This develops their confidence, self-esteem plus skills of resilience and persistence. We carefully consider the number and mix of children in the group to ensure children feel secure and safe. Daily story group provides another ‘safe’ environment in which children can express their feelings, and be gently supported with these skills.

We have a quiet “chill out “space for children to go and relax. This supports their emotional self-regulation.

### *Bullying*

We believe that young children are still learning the complex nature of relationships, and that when a young child appears to be unkind they need further support to develop the skills of empathy and cooperation. If a child frequently engages in an unkind or unsafe behaviour staff will both observe carefully using the ABC model (see table below).

| The ABC Model |   |  |
|---------------|---|--|
| Antecedence   | What happened first?                        | <i>For example, every time it is busy and noisy Sally gets anxious and hides somewhere quiet.</i>                      |
| Behaviour     | What was the exact nature of the behaviour? | <i>Sally gets angry and pushes out and screams if someone tries to move her on from the quiet space she has found.</i> |
| Consequences  | What happened after the behaviour?          | <i>Sally gets exhausted with screaming and lies down, soothing herself by sucking her thumb.</i>                       |

We would then provide extra support to encourage the desired behaviour using the strategies described in the following section.

### **How do you promote positive behaviour?**

At Somerset we support children to be considerate and kind to others. We do this in a range of ways, including;

- Modelling the phrases and behaviours ourselves as we play alongside
- Recognising kind and thoughtful behaviour and giving specific verbal praise
- Sharing stories, using puppets, and role-play themes which explore emotions and social situations
- Plan learning experiences which build cooperative skills and encourage empathy.

If your child finds these behaviours challenging we may also;

- Use a Social Story Book to teach the desired behaviour
- Use photo books which show your child engaging in the desired behaviour to praise and reinforce the expected behaviour
- Provide visual supports e.g. showing a sequence of desired behaviour
- Plan individual adult support to help your child engage safely in play

### **What training and specialist skills do the staff supporting children with SEND have or are having?**

All staff engage in regular staff training, development and appraisal to ensure teaching standards are consistently high across the centre and that practice meets the needs of children with SEND.

Staff working particularly closely to support children with SEND develop skills by;

- Visit specialist schools and centres
- Liaise regularly with therapists
- Attend training courses
- Receive support from the SENCO

The SENCO attained accreditation and continues to engage in professional development.

We coordinate with Health professionals and other agencies to ensure staff have relevant and up-to-date training to support children with specific medical needs, e.g. epilepsy, where staff may be required to use an epi-pen.

### **How do you do to make the school environment and curriculum accessible for all children?**

Our Accessibility Plan outlines in detail how our physical environment meets the needs of children. We consider our space, furnishings, resources, and staffing carefully to ensure they meet the needs of all children. Where adaptations are needed we seek professional advice to ensure they are made.

### *Resources*

Our resources are selected to suit the needs of a wide range of children, ensuring learning experiences are accessible to all e.g. move 'n' sit cushions, weighted cushions, and fidget toys. We work closely with families and professionals to source any new equipment which makes learning more accessible.

### *Sensory Room*

Our Sensory Room is available for children who benefit from sensory stimulation or relaxation.

### *Communication Aids*

Makaton and the Picture Exchange Communication System (PECS) are used to support children with Communication and Interaction needs.

### **How will my child be included in activities outside of the classroom?**

At Somerset children are invited to join trips in their local environment which meet their level of understanding and interest in the world around them, and their awareness of safety. The location and focus of a trip will be considered carefully, and the adult-ratio may also be adjusted to ensure your child is safe and able to learn from the experience.

### **How will the school prepare my child to join the school or transfer to a new school?**

We understand that starting a new school can be overwhelming for children. If you are starting in the Autumn Term you and your child will be welcomed to their new environment at a play afternoon. Whatever your child's start date, their new Keyperson and another member of staff will come to visit you at home before your first day. This gives you an opportunity to talk about your child, ask questions. When your child starts you are invited to begin your child's Learning Story Book by helping to make an All About Me page on behalf of your child.

If your child is moving between Robin Room and the nursery we will ensure that they make frequent visits to nursery to get to know the new environment and adults. The teams in Robin Room, the Children's Centre and nursery work together to share helpful information about your child. If you have made a Learning Story Book in the Children's Centre you will be able to take it with you to your child's new Keyperson.

If your child is leaving our school we will liaise with the SENCO and Class Teacher at their school to ensure there is a good handover of information. We invite them to Somerset to see your child in their familiar environment before they start their new

school. Where it is possible we organise a trip for your child to their new school. We take photographs and make a book about their new class and teacher to help them feel positive and prepared for the change.

**What specialist services from outside does the school use to help meet children's needs and how do you work together?**

When the family and nursery are in agreement that a child has a learning difficulty that requires support at SEND Support level we will seek advice and support from a range of professionals. The Wandsworth Local Offer ensures that a range of specialists are available through referral. They can assess needs, recommend strategies, and support families and staff to help a child effectively.

If your child is working with other professionals they will be invited to review progress and plan further support in regular Team Around the Child (TAC) meetings.

**We work with lots of other agencies and professionals to provide the best support possible for each child. This can include:**

- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Visual Impairment Services
- Hearing Impairment Services
- Special School colleagues
- Child and Adolescent Mental Health Services
- Health Visitors
- Community Paediatrics
- Diabetes, Continence, Epilepsy Liaison Nurses
- Social Workers
- Early Support Workers
- Portage Workers
- Home Start
- NEWPIN (Family Action)

**What will you do if my child has medical needs?**

If your child has medical needs please share any reports and assessments before your child start school. Also, please share the outcomes of any medical reviews or



assessments that take place during the school year. We will ensure that any staff training needed takes place before your child starts, and that an early Team Around the Child meeting is held to ensure a positive transition. Depending on the nature of your child's needs we may write a detailed Health Plan. Our role is to work with you and other professionals already to ensure we make the right adaptations to our provision to make your child safe and to help them access learning.

### **What should I do if I am unhappy with my child's support or progress?**

We would ask you to talk to us as soon as possible and not wait until our next scheduled meeting. Talk to your child's Keyperson or Class Teacher first. Our SENCO, Belinda Murray is available to meet and discuss your concerns. You can then contact our Head teacher, Louisa Halls or finally our Chair of Governors. If you still feel we have not been able to help, you can contact the Local Authority. For complaints to Wandsworth please contact:

[www.wandsworth.gov.uk/info/200288/student\\_welfare/263/how\\_to\\_make\\_a\\_complaint](http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint)

### **Where can I go for further advice and support?**

*The Wandsworth Information, Advice and Support Service*

Providing and impartial and confidential service to all parents of children with SEND.

<http://www.wandsworth.gov.uk/wiass> 020 8871 8061

### **Wandsworth Parents' Forum "Positive Parent Action"**

Working with the Council to improve provision for children and young people with SEN and Disabilities aged 0-25.

[www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) 020 8947 5260

More Information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at [www.wandsworth.childrensservicedirectory.org.uk](http://www.wandsworth.childrensservicedirectory.org.uk)

Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

***The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.***

**Feedback** This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email Belinda Murray on

[bmurray@somerset.wandsworth.sch.uk](mailto:bmurray@somerset.wandsworth.sch.uk)

