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# Special educational needs (SEN) information report for Somerset Nursery School December 2022

Signed..........(Chair of Governors)

Date.....6/12/22.....

Signed..........(Executive Headteacher)

Date.....6.12.22.....

Next Review: Autumn 2023

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://someset.wandsworth.sch.uk/information-for-parents/school-policies>.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia,

	dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO



Our SENCO is Harriet Page.

This is their third year at Somerset and have worked as an Early Years Teacher at a Language Unit and a Specialist ASD teacher at a Special Needs School. They are a qualified teacher.

They have achieved the National Award in Special Educational Needs Co-ordination and are working towards an MA in Education.

They are allocated 1.5 days a week to manage SEN provision.

### Staff Team

All of our teachers, Nursery Nurses, lunchtime supervisors, LSAs and TAs receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN such as Elkan speech and language training, down syndrome training, specialist hearing impairment training, ASD sensory needs training, emotional resilience training etc.

### Learning Support Assistants (LSAs)

We have a team of 2-3 LSAs who are trained to deliver SEN provision.

They are trained to deliver interventions such as Attention Bucket, Social Communication groups, speech and language groups, music, fine motor skills etc.



In the last academic year, TAs have been trained in Attention Bucket, fine motor and Social Communication groups.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

Somerset is an inclusive school with a key worker support system to ensure that each child is treated as an individual. As part of our application process we ask for parents to share any needs the child may have. Once the child is fully settled there are daily informal opportunities to talk to the child's key person and then regular termly parent-teacher meetings. It is important to share as much information about the child as possible in order for the school to understand the needs of the child.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's key person.

As part of the settling in process parents will have plenty of opportunity to talk to the child's key person about their child.

They will pass the message on to our SENCO, Harriet, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by ringing the school or emailing [hpage@somerset.wandsworth.sch.uk](mailto:hpage@somerset.wandsworth.sch.uk).

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and keep a record of this.

If we decide that your child needs SEN support, we will write an IEP (Individual Education Plan) informing you of the targets, strategies and support your child will receive. These are updated termly and there will be regular opportunities to review progress with the SENCO and your child's key person.

## 4. How will the school know if my child needs SEN support?

All of our staff team are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include speaking, listening, attention and social

communication. The children are regularly assessed and the data informs the staff team in regular discussions about the needs of the children.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher or key person will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

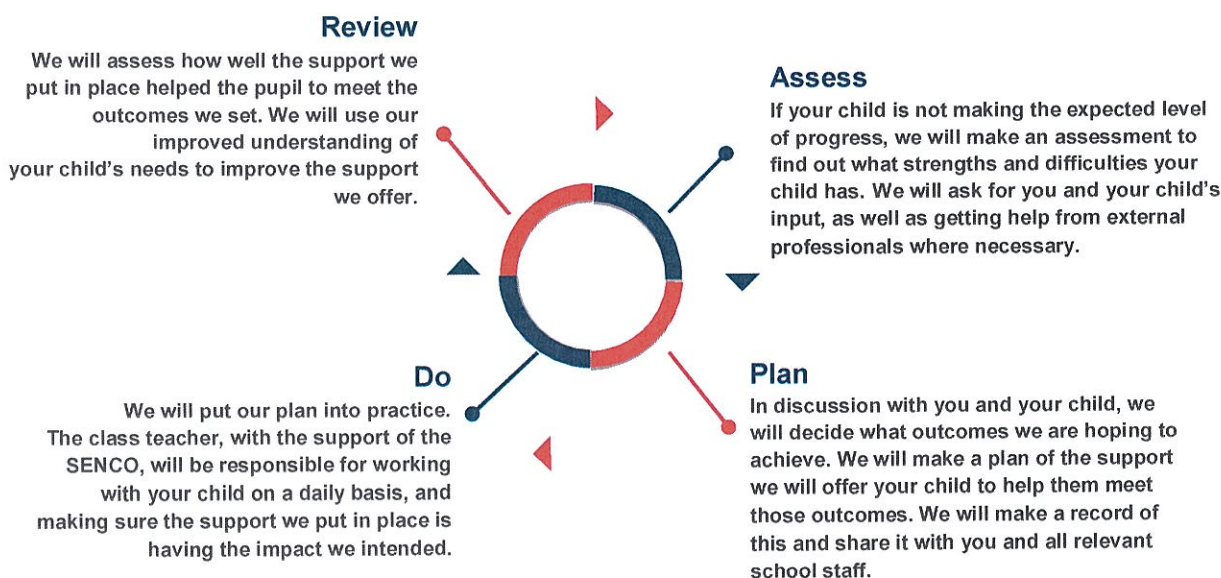
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's key person and the staff team, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and seek your input. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an occupational therapist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need highly specialised support, they will be added to the school's SEN register, and the SENCO will work with you to create an IEP support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention or a group with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.



This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly IEP reports and an annual leavers report on your child's progress.

Your child's key worker will meet with you termly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support or ask for separate meetings.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. If you have concerns that arise between these meetings, please contact your child's class teacher or key person.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input. At this age we would usually use photos of your child doing their favourite things or ask them to express themselves by making choices with visual symbols.

## **8. How will the school adapt its teaching for my child?**

Our accessibility plan for the school is regularly audited and can be found either on the website or a printed copy can be asked for at Reception. The accessibility plan is designed to suit a range of physical needs and individualised according to the needs of the current cohort. This is to ensure that every disabled child can participate in the curriculum at Somerset.

Your child's teacher and the staff team are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum whilst they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, simplifying instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, larger font, etc.
- Learning support assistants will provide the appropriate level of support necessary to ensure children are safe and engaged in learning. During settling some children may require 1-to-1 support. Our aim is for all children to engage in small group activities with their peers in order to foster independence and extend their skills in accessing the whole provision and learning opportunities.
- Teaching assistants will support pupils in small groups when small group work has been identified as being beneficial and due to the nature of the early years environment there are regularly small groups embedded into the children's play.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Attention Bucket Now/next boards Social Communication groups
	Speech and language difficulties	Elkan Speech and language embedded in play Language rich groups
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Visuals Simplified instructions
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
<b>Sensory and/or physical</b>	Hearing impairment	Low arousal areas Visuals
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment Physical impairment	Adapted learning environment

These interventions are part of our contribution to Wandsworth's local offer.



## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Having weekly whole staff team meetings discussing children
- LSA's consistently providing feedback to the SENCO about SEND children
- Using parent and carer questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding a six monthly and annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

Funding can be applied for through SENDIF or High Needs Funding.

It may be that your child's needs mean we need to secure:

- A higher ratio of adults in the room to ensure that learning is thoroughly embedded through play
- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Somerset Nursery School is an inclusive school, there are no barriers to our pupils with SEND enjoying the same activities as other pupils in the school. All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in all events and special occasions at the School e.g. African drumming, post office visits, Mr Lolly, Christmas parties. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please look to our school's admissions policy for more information on our approach to admissions for prospective pupils with SEN or a disability. Children come through our general admissions who are then identified as having SEN or if already known to services are placed with us on a High Needs Panel Placement by the Local Authority. We have 6 – 8 high needs part time places.



### **13. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- › We have highly trained staff in social communication and emotional resilience
- › For pupils with social or emotional development issues we give extra support using our key worker system
- › We have a 'zero tolerance' approach to bullying. Please look to the website for more information on our behaviour management and positive handling policy.

### **14. What support will be available for my child as they transition between settings?**

#### **Starting at Somerset Nursery**

To help settle pupils with SEND into Somerset Nursery School we:

- › Invite Parents and Carers to visit the School with the child
- › Send home a Transition Booklet which includes photos of the people the child will work with and places that they might become familiar with
- › Ensure that there is a through settling in process that is individualised to the child's needs

#### **Between schools**

To help pupils with SEND be prepared for a new school year we:

- › Invite the teacher of the new school to visit, observe and meet the child and talk to the key worker
- › There is a through leavers report which is sent to the next school
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › If necessary the SENCO will schedule a TAC meeting with the new school's SENCO with you attending to discuss your child's needs

### **15. What support is in place for looked-after and previously looked-after children with SEN?**

Kellie Schrader will work with Harriet Page, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have an individual education plan (IEP). We will make sure that the IEP or EHC plans are consistent and complement one another.

### **16. What should I do if I have a complaint about my child's SEN support?**

Please look to our website for our Complaints Policy. Complaints about SEN provision in our school should be made to the Deputy Head teacher, Kellie Schrader, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wandsworth local offer. Wandsworth publishes information about the local offer on their website:

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)
- › [CONTACT](#)

## 18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND



- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **IEP** – Individual Education Plan – a termly set of targets to ensure that the child’s needs are identified and objectives to work towards with strategies detailed.
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages