



# ROTHESAY NURSERY SCHOOL

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## Special Educational Needs Information Report

October 2019

**At Rothesay Nursery School we are committed to providing high quality education for all children inclusive of children who need additional educational support.**

This report aims to outline how we support children who require additional educational support. If you have any questions please come and speak to the special educational needs and disability (SEND) team.

We are:

**Elizabeth Leer:** Deputy Head Teacher/Special Educational Needs Coordinator (SENCO)

**Clare Greatbatch:** SEND Early Years Educator

**Shiffa Islam** SEND Early Years Worker

**Joanne Nilsson:** SEND Administrator

You can call us on 01582 726966 or email [admin@rothesay.nurseryluton.com](mailto:admin@rothesay.nurseryluton.com).

Further information is outlined in our Special Educational Needs and Disability policy (Appendix 1).

### **What Special Educational Needs are catered for at Rothesay Nursery School?**

Rothesay Nursery School is an inclusive school that offers a range of additional resources/activities to support children who have special educational needs and disabilities. Rothesay Nursery School is a 'resourced' nursery funded by Luton Borough Council. This enables the school to offer a range of specialist resources for children attending the school. We support children who have a variety of needs. These could include:

- Physical
- Medical
- Learning/ developmental difficulties
- Speech and language difficulties
- Any other need requiring additional educational support.

## Who would you talk to if you had a concern about your child?

You can call Rothesay Nursery School on 01582 726966 or email [admin@rothesay.nurseryluton.com](mailto:admin@rothesay.nurseryluton.com)

If your child already attends Rothesay Nursery School the first point of contact is your:

Child's key worker

The class teacher

The SEND team

The family worker

The Headteacher

- Parents can talk to their child's key worker and our family worker at the start and end of every session.
- The class teacher and SENCO are usually available on a daily basis
- We can arrange meetings with a range of professionals to assess children and provide insight into need and targeted support.

If we have any concerns about a child we will discuss this with the parent/ carer in the first instance. If there continues to be concerns then the SEND team will be notified and discuss how the child can be best supported. All further actions, referrals will be in full consultation with parents/carers. The SEND support is delivered in the form of an individual plan with individualised targets. The parents/carers are encouraged to advise on a target that they want their child to develop.

## Arrangements for supporting pupils moving between phases of education

At Rothesay Nursery School we aim to provide support at each phase. When a child joins us we will gather information about them. This could be medical reports, information from the Special Educational Needs Service (SENS), previous nursery reports or any other information that will help us provide the best education.

We home visit so a key worker and member of our team can meet parents/carers and the children. All are welcome to visit us and have a tour of our school. We will work closely with parents/carers to help settle children at school.

At nursery children are supported in many ways. We also provide support with self-care, and will encourage skills such as toileting and feeding skills.

When it is time to move on to the next school we can help. We help with school applications and encourage school visits. We work with the child's next school to ensure a smooth transition. Staff from other schools are welcome to visit us to meet the children who

are going to their school. Often children are invited to their new schools for a visit. Our family worker Yvonne Janes or a member of the SEND team can accompany you on visits to specialised schools.

### **The approach for teaching children with SEND and how adaptations are made within the curriculum and the environment.**

We are an inclusive nursery school; activities are planned and differentiated appropriately. We have staff who have expertise in teaching children with additional needs. All staff undergo continuous professional development, to ensure that we can build on best practice.

In addition we offer:

- The SENCO has the National Award for SEN Coordination.
- Early Years SEN Developmental profile for children requiring differentiated education.
- A differentiated sensory curriculum and sensory group.
- Whole team working. All staff are aware of and work with all children.
- Attention/language groups differentiated for our children's needs.
- Use of visual timetables, Now and Next and visual symbols.
- Sign language to support understanding.
- Picture/ Object Exchange to support communication or objects of reference if initially required.
- Bespoke resources such as fascination boxes focussed on a child's interest or family picture books.
- Shoe box tasks. (TEACCH program)
- Intensive Interaction.
- Identiplay a play-based intervention
- School lunches tailored to feeding programmes.
- Sensory play such as: bubbles, shaving foam, food, paint, glitter, water and sand.
- Magic sensory room
- Areas of the school fully accessible by ramps.
- Music room.
- Soft play room.
- Quiet rooms.
- SEND bathroom and shower.
- Clean room.
- Library with appropriate reading material including board and sensory books.

## **Evaluating the effectiveness of provision made for children with SEND**

Children who require additional support are given an Individual Plan with targets set by their key worker. These targets are worked on daily, reviewed daily and graded if they are met, emerging or unsuccessful. These targets are reviewed every three weeks and shared with the parents.

Progress can be tracked using the Developmental Profile or Luton Advanced Tracking System.

Provision is discussed and assessed through weekly SEN meetings and the outcomes for pupils with SEN are evaluated termly.

## **Social and Emotional Support**

We have embraced Thrive throughout our school and this primarily supports the children's emotional development. This approach supports each child within the school.

Every child in the school has a key worker to help the child to develop a secure attachment. The wellbeing and involvement scales of all children are tracked every half term.

We use signs4 behaviour to reinforce positive behaviour strategies. Our behaviour policy sets out how we celebrate the 'positives' and deal with inappropriate behaviour in partnership with parents.

## **What other services can be provided to support to children with SEND?**

Rothesay Nursery School works closely with many outside agencies these include:

- Special educational needs service (SENS) to offer advice on how to best support and improve outcomes for children who need specialised advice.
- Speech and Language Therapists – targeted language programmes to use at home and school.
- School nurse, to offer advice for care plans and other health related needs.
- Educational Psychologist to observe children, compile reports that provide advice and support for school and parents.
- Assessment and Monitoring Officer in compiling Educational Health and Care Plans.
- Social Workers in supporting child at home, in the family setting. For some children this is 'Team around the Child', 'Children in Need' or 'Full Child Protection' orders.
- Occupational Health.
- Health Visitors supporting families in putting strategies in place at home.
- Dietician – working on food programmes with home and school.
- Child and Adolescent Mental Health Services (CAMHS)

- Luton Parent Carer Forum. We work with Chapel Street Nursery to hold joint meetings for parents and the Luton Parent Carer Forum. This is to provide extra support and to help signpost parents to additional services.

We will work closely with any service which can offer support for the children who attend Rothesay Nursery School. Links to other professionals and agencies can be accessed through [Luton Borough Council's Local Offer](#)

Any enquiry about the provision made for children with SEND please contact the SENCO Elizabeth Leer.

# ROTHESAY NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The governing body of Rothesay Nursery School adopted this policy on 19 October 2017.

### 1. INTRODUCTION

**Rothesay Nursery School is an inclusive nursery and we are committed to providing high quality education for all children, regardless of need or disability.**

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be read in conjunction with our SEND Information Report which can be found on our website: [www.rothesaynursery.co.uk](http://www.rothesaynursery.co.uk), which is also linked to the Luton Local Authority Local Offer.

### 2. AIMS AND OBJECTIVES

Rothesay Nursery School aims to provide an inclusive and supportive environment for all children (including those with SEND) and to give them meaningful access to the Early Years Foundation Stage (EYFS) Framework. We aim to:

- Ensure that all pupils, whatever their SEND, receive appropriate educational provision, through a broad and balanced curriculum; that is relevant and differentiated, and demonstrates coherence and progression in learning.
- Ensure that a child with SEND gets the support they need.
- Identify the special educational needs of children as early as possible, ensuring these are assessed, planned and provided for and reviewed every three weeks.
- Reduce barriers to learning and progress to enable every child to experience success.
- Enable children with SEND to engage in activities (differentiated for their needs), alongside pupils who do not have SEND. To ensure an inclusive school that makes reasonable adjustments for those with a disability.
- Identify the roles and responsibilities of all staff in providing for children's SEND.
- Work in partnership with parents/carers ensuring they are fully involved in the planning for their child.
- To keep parents/carers fully informed of their child's education.
- Work in partnership with outside agencies ensuring a multi-professional approach to meeting the needs of all vulnerable learners.

### 1. ROLES AND RESPONSIBILITIES

#### Governors

The Governing Body, in conjunction with the Headteacher and Special Educational Needs Co-ordinator (SENCO), is responsible for determining the policy and provision for pupils with SEND.

The Governing Body has appointed a SEND Governor (Alex Flegmann).

## **The Headteacher**

The Headteacher, Janet Brownjohn is responsible for ensuring that there is a qualified teacher who is designated as SENCO.

The Headteacher, in conjunction with the Governing Body and SENCO, is responsible for determining the policy and provision for pupils with SEND.

The Headteacher works closely with the SENCO to ensure the implementation of this policy.

## **The Special Educational Needs Co-ordinator (SENCO)**

Elizabeth Leer is the SENCO for Rothesay Nursery School and is supported by the SEND team; Early Years Educator, Clare Greatbatch; Early Years Worker Shiffa Islam and Administrator, Joanne Nilsson.

The SENCO is responsible for ensuring all practitioners in the nursery understand their responsibilities to children with SEND and the nursery's approach to identifying and meeting their needs.

The SENCO and SEND team advise and support colleagues.

The SENCO will ensure parents are closely involved and that their knowledge of their child informs any action taken by the nursery.

The SENCO and team are responsible for liaising with professionals outside the nursery.

## **Class Teachers/Class Leaders**

The classroom leaders are responsible for ensuring that the needs of the children within their class are met; and that all children reach their full potential. They support and help plan for the key workers and staff to meet individual needs.

## **Key Workers**

Key workers are responsible for providing appropriate targets for children who need additional educational support. They ensure that each child works on their personalised individual targets daily (Appendix 1). They continually assess how the children are progressing and adjust targets accordingly. They can draw on the SENCO and SEND team for advice on assessment and strategies to support the child's personalised individual plans.

Plans are assessed or reviewed every three weeks, or sooner, if the plan is not meeting the needs of the child.

Each plan must reflect:

- The child's attainment and progress.
- External advice.
- Parental Targets.
- Targets will provide appropriate challenge.

Key workers will support children who show signs of needing additional support by adapting existing practice. If this is not successful they will highlight their concerns to the SENCO. Early identification of additional needs is important. Any delay can give rise to a child's anxiety and subsequently to loss of self-esteem, frustration in learning and possible behaviour difficulties. Early action is critical to future progress and improved outcomes for each child. Thus supporting them for their next educational steps and adult life.

## **Early Years Practitioners and Learning Support Assistants**

Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the nursery environment, in line with this policy. They must be aware of the children with additional educational needs or a disability and must differentiate learning activities to include these children. They ensure all children experience a quality education.

## **2. SEND INFORMATION AND ASSESSMENT**

Information about a child's learning and development is collected before they start and during their time at Rothesay Nursery School. This aids early identification of a child's potential needs or difficulties. Sources of information can include:

- Parents/carers.
- Pre-schools and playgroups on setting/transition visits.
- Special Educational Needs Service.
- Health Service professionals.

All children are baselined within two weeks of starting nursery, to gain a clear picture of their strengths, interests and needs. The EYFS framework and 'Early Years Outcomes' guidance is used as a starting point to assess the child's development.

A step by step guide is followed for any child showing signs they may require additional educational support (Appendix 2). Some children may need their learning delivered in smaller steps and they will be assessed against the Early Years SEN Developmental Profile. They will be tracked on this assessment and against the Luton Advanced Tracking System.

## **3. WORKING WITH PARENTS**

If children are identified as requiring extra support, this will be tailored to their circumstances. Parents are consulted at every stage and all documentation is shared. If a child requires an individual plan, parents are encouraged to set a target for their child.

The SEND team provide half termly informal meetings for parents to ensure they have a forum to ask questions and seek further support.

We will accompany parents to meetings about their child and we will visit schools with them.

## **4. OUR PROVISION**

We are a resourced nursery and our provision includes:

- Early Years SEN Developmental profile for children requiring additional educational steps.
- Whole team working. All staff are aware of and work with all children.

- A differentiated group with a sensory based curriculum for children requiring a high level of specialized intervention to meet their needs for part of the nursery session.
- Attention/language groups differentiated for our children's needs.
- Use of visual timetables, Now and Next and visual symbols.
- Sign language (Makaton) to support understanding.
- Picture Exchange Communication System or Objects of Exchange to support Communication or objects of reference if initially required.
- Bespoke resources such as fascination boxes focussed on a child's interest or family picture books.
- Shoe box tasks.
- Intensive Interaction
- Identiplay
- Sensory play such as: bubbles, shaving foam, food, paint glitter water and sand.
- Educational Psychologist to assess children requiring additional assessment.
- Magic sensory room
- Areas of the school fully assessable by ramps.
- Music room.
- Soft play room.
- Quiet rooms.
- SEND bathroom and shower.
- Clean room.
- Library with appropriate reading material including board and sensory books.

## Rothsay Nursery School – Individual Plan (IP)

Name:

Key Worker:

D.O.B.:

Date:

Plan Number:

Target	Area of Curriculum	Linked to Professional Advice	Strategies/ Resources /Frequency/ Group Size	Achieved =	Week Beginning:	Mon	Tues	Wed	Thurs	Fri

Agreed by:

Key to recording:

- ✓ = Successful
- E = Emerging
- O = Unsuccessful
- A = Absent
- S = Special Day e.g. celebration

Parent: \_\_\_\_\_ (signed)

# REVIEW OF IP

Name:  
D.O.B:

Review of Plan No:

<b>Comments of effectiveness of IP</b>	
<b>Parent/Carers Review of Plan</b>	
<b>Updated information and advice – Consultation with other professionals</b>	

Date Reviewed:  
Reviewed by:

## ROTHESAY NURSERY SCHOOL

### Step by step guide for children with SEN or children who may need more intervention

