



ROTHESAY NURSERY SCHOOL

LOCAL OFFER

June 2017

Rothesay nursery is an inclusive school that can offer a range of additional resources to support children with a wide range of needs (SEND). We are a 'Resourced' based Nursery School funded by Luton Borough Council. This enables the school to offer a range of specialist resources for our children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs, through supportive and preventative strategies, which reduce barriers to learning.

The school works in partnership with parents/carers and a wide range of specialist staff, both within the school and external professionals, to ensure we meet a wide range of specialist educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does Rothesay Nursery School identify and organise support for children with special educational needs?

Rothesay Nursery School identifies and organises support for children with special educational needs.

- Children are referred to Rothesay Nursery School by the local authority SEN service (SEND) and a range of professionals, such as GP's, Health Visitors and Children's Centres.
- All children are observed and a 'baseline' assessment is carried out within the first few weeks of starting nursery. Any developmental concerns are raised with parents/carers and our Specialist Needs team.
- Continual observations and monitoring by staff identify what support is required. The Specialist Needs team discuss this with parents.
- An Individual Plan (IP) is put in place. This implements individual strategies to support the child to make progress.
- The Specialist Needs team will seek support from other professionals when required.
- As a resourced nursery, we have 16 places reserved for children with severe and complex needs.
- Children are referred for a resourced place by the Specialist Educational Needs service. If a child is identified as needing a resourced place after they have started nursery, evidence is gathered and a resourced place applied for. A local authority panel assesses whether the child meets the criteria for a resourced place.
- Rothesay Nursery School supports children with a range of special needs.
- All children with additional needs are fully integrated into the school.
- Staff work with all children. Our additional staffing enables us to have a higher staff to children ratio.
- All staff have received additional training to support children who have additional needs.

2. The key people at Rothesay Nursery School who are available to discuss parental concerns if their child has difficulties

Childs Keyworker Class Teacher
SEN Lead Practitioner Family Worker

- Parents can talk to their child's keyworker and our Family Worker at the start and end of the session.
- The class teacher and SEN lead practitioner are usually available on a daily basis
- IPs are reviewed with parents at least once every half term and parents are encouraged to contribute a shared target.
- Children's profile folders can be taken home and discussed with key staff.
- Parent consultations are held every term.
- Appointments are made with parents to discuss the process of Statutory Assessment and Education, Health and Care Plans (EHCP).

3. Children at Rothesay Nursery School are assessed regularly

- A baseline assessment is carried out within two weeks of starting at Rothesay, to show each child's starting point.
- Each child is assessed every half term on the Early Years Foundation Stage tracker.
- IPs are reviewed every two weeks by the SEN team.
- Developmental profiles are completed each term for children with additional needs. This enables small steps in progress to be recorded.

We share information with parents by:

- Home/school communication book for children who come to school by arranged transport.
- Daily - at the start and end of a session.
- By appointments with staff at a mutually convenient time.
- At termly parental consultation meetings.
- Each time a new IP is proposed.
- Meeting with parents to discuss a report/s written about their child's needs.
- Our SEN Lead Practitioner monitors all assessments and record keeping linked to children with special needs. The individual plans that are put together by the child's keyworker and class teacher, show the links to external education advice from relevant professionals.

4. What support will parents/carers receive if their child has been identified as having special educational needs?

When a child has been identified as having special educational needs, parents receive comprehensive support throughout their time at the school.

- Regular meetings with our SEN Lead Practitioner, Keyworker and Family Worker. Some will be planned meetings, others on a day to day or as needs basis.
- Support of staff in meetings with external professionals, Multidisciplinary Assessment, Educational Psychologist, Speech and Language Therapists etc.
- Support on visits to prospective next schools.
- Support in completing benefit forms when applicable.
- Support to access relevant training e.g. signing, toileting, behaviour programmes. These usually take place on the school site.
- Signposting support/information events around Luton, e.g. Children with Autism in Luton Meeting (CALM), Dads Autism Discussion Support (DADS), Parent Partnership
- Parents are fully involved in every area of their child's learning and development.
- Transition meeting with parents and other professionals to support starting school at Rothesay Nursery School, or moving on to the next school.
- Home visits prior to children starting at Rothesay Nursery School.
- A half termly Parents Group to offer an informal gathering for parents of children with additional needs to meet the SEN team and other parents.

5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

- Each child has a keyworker to enable them to develop a secure attachment.
- We use a wellbeing programme to identify areas to build on relating to a child's self-confidence and esteem.
- The Family Worker holds nurture groups to support wellbeing.
- We use signs4behaviour to teach positive behaviour strategies.
- Puppets and dolls are used to support wellbeing.
- Our behaviour policy sets out how we celebrate the 'positives' and deal with inappropriate behaviour in partnership with parents.
- We have a robust medical policy for administering medication.
- Staff undertake specialist training linked with individual medical needs.
- School attendance is monitored weekly by our Family Worker and a support plan put in place when required.

6. How will teaching be adapted to support the child with special educational needs?

- All children are taught at their correct developmental level.
- All children with SEN have an IP linking to their individual/support needs.
- Next steps are identified and targeted on an individual basis.
- Qualified staff are targeted to children's individual needs linked to the above.
- All staff work with children, as we are a fully inclusive setting.
- Specific training is undertaken by staff when appropriate.
- A range of communication tools to support language are used.
- PEC's – Picture Exchange Communication System.
- Signs4.
- Makaton.
- Objects of reference.
- Visual timetables.
- Attention groups.
- Differentiated language groups.
- Lift off to language.
- Intensive Interaction

Other tools and strategies for learning include:

- TEACCH – structured learning programme.
- Sensory focused curriculum.
- Music sessions.
- Attention groups (focused groups, with a high adult child ratio delivering targeted learning objectives).

We take advice from a range of professionals and ensure their advice is put into practice. Children are monitored to ensure that strategies are having the required impact on learning.

- IP's reviewed every two weeks.
- Luton tracker every half term.
- Early Years Special Educational Needs Developmental Profile reviewed each half term.

7. What different types of support can the child receive in school (e.g. small group or individual)

Rothesay Nursery School is supported and advised by:

External

SENS (Special Educational Needs Service)
ASD Team (Autistic Spectrum Disorder)
Educational Psychologist
School Nurse
Visual Impairment Service
Occupational Health
Hearing Impairment Service
Behaviour Support Unit
Speech and Language Therapist

Internal

Specialist Early Years Staff (all qualified to NVQ level 3 or above)
High staff ratio - 1:8 rather than 1:13
Attention group - 1:2 or 1:4
All staff use signing
Staff trained in the use of Makaton
Staff trained to work with Autistic children
Small group work for identified need
Consistency in behaviour management across all staff
Rolling CPD programme linked to child/adults needs
Qualified teacher in each class

8. How will the school support your child in unstructured times such as lunch times and playtimes and enable him/her to have access to after school clubs, school trips and journeys?

Rothesay Nursery School has a high ratio of staff to children at lunch time. If a child with special needs stays for a lunch they are supported with feeding programmes that support the development of good eating skills. When a child's needs cannot be met an additional member of staff will support on a 1:1 ratio.

All children are invited on all school trips/visits/celebrations. Parents are consulted about these and their consent sought to include their child. We would provide 1:1 support depending on the child's needs.

9. How does the school involve children in decisions that affect them?

- Planning at Rothesay Nursery School is centred on 'child initiated play'. We build the learning on the child's interests.
- Observations by staff build on the next steps in learning interests.
- Initially parents are asked what their child enjoys, when we carry out home visits.
- The child's interests, likes and dislikes are recorded in the transition meeting with parents and other professionals involved with the child/family prior to starting nursery.

10. How are the schools resources allocated to support children with SEND?

- Additional staffing enables higher adult to child ratios.
- Additional specialised support (staff) in all classes.
- A multi-sensory room (magic room) for 1:1 or small group work.
- A large soft play room, with a ball pond.
- Sound and light equipment in our music room. IT such as Interactive white boards and I pads that provide interactive learning games that support age/developmentally appropriate opportunities.
- SEN Lead Practitioner along with the Headteacher oversee individual progress.
- School governing body monitor progress and impact of SEN resources. A governor is responsible for this area with regular school visits to monitor provision.
- School provision map reviewed on a termly basis.
- Provision map reviewed by Headteacher and governing body.
- Purpose built SEN bathroom (shower, toilet, changing bed etc.).
- Clean room for medical procedures.

11. What services external to the school can provide support to children with SEN?

Rothesay Nursery School works closely with many outside agencies.

- Half termly meetings with speech and language teacher – advice and strategies.
- Half termly meetings with a member of the ASD team – advice and strategies.
- Educational Psychologist to observe children, compile reports that provide advice and support for school and parents.
- Occupational Health in supporting learning with specialist equipment.
- Statementing Officer in compiling statements or EHCP.
- 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.
- Health Visitors supporting family in putting strategies in place at home.
- Dietician – working on food programmes with home and school.
- Speech and Language Therapist – targeted language programmes to use at home and school.

12. How are staff in the school supported to work with children with special educational needs and what training do they have?

- All staff receive on-site training as part of their induction on our SEN policy, equality policy, disability awareness, behaviour policy and safeguarding.
- All staff are part of the review process for policies, procedures and strategies used at Rothesay Nursery School.
- Staff receive external training on:
 - PECS
 - Makaton
 - Autism
 - Team Teach
 - Speech and Language
 - EAL
 - Health and Safety
 - Safeguarding
- Through 'Performance Management' or 'Appraisal', targeted CPD will be put into place dependant on the individual staff members need.

13. How will the school support the child in moving onto another school or to the next key stage in their education?

All children are supported with transition onto their next school.

- Staff accompany parents to visit a range of schools – mainstream and special to enable them to make an informed choice on a preference.
- When next school selected and has confirmed they will admit the child, a transition meeting is convened between Rothesay Nursery, the new school, parents and a member of the SENS team. A transition plan is then drawn up.
- A transition plan usually includes the new school to visit Rothesay Nursery and observe the child, liaison with key professionals at the nursery.
- A member of Rothesay staff will accompany the child to the next school to support transition based on the child's needs
- Photographic book with key people/areas of the new school made for the child.
- All children receive an individualised written report.
- All relevant information is shared with the receiving school and a handover of documentation is arranged with the new school.
- Follow up letter to new school for feedback on how well the transition supported the child's move, what could have been done differently to support the transition process.

14. How accessible is the school environment?

- Most of the areas on the ground floor are accessible to all.
- Adjustable changing bed suitable for all children.
- We have disabled bathrooms on our ground floor.
- Child sized toilets – to support independence.
- Buggy store for pushchairs that are left on site.
- Visual symbols are used throughout the school to communicate – photographs, PECs, Widgit pictures.
- Staff and children use signing. Makaton and Signs4 are used to communicate.
- The translation service is used when necessary to ensure parents are fully aware of what is being said.
- Any adaptations to the building are looked at with regard to developing accessibility for all disabilities wherever possible.

15. Who can parents/carers contact for further information at the school?

If you are interested to find out more information, please telephone the school on 01582 726966 and ask to speak to the Headteacher. She will be pleased to answer any questions and arrange a visit to the school. Alternatively email admin@rothesay.nurseryluton.com.

Rothesay Nursery School does not have a catchment area. School places are offered to parents who put their child's name on the waiting list. If we have spaces your child may be able to start at Rothesay quickly.

If you have a home worker from the SENS team, they can support your application to Rothesay Nursery School.

Parents can read Luton Borough Councils Local Offer via the council website.

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

- Your child's Key Worker
- Then the Class Teacher
- Then our SEN Lead Practitioner

We can arrange meetings with a range of professionals for you to discuss your child's needs.