



**USWORTH COLLIERY NURSERY SCHOOL
Special Educational Needs and Disabilities (SEND)
Information Report 2021-2022**

School aims

At Usworth Colliery Nursery School we have a set of core values, followed by our whole school team. We aim to follow these in all our policies, procedures and practices.

At Usworth Colliery Nursery School we place children's positive well being, development and engagement at the heart of everything we do.

Our School Team and Governors are committed to continually improving our practice to provide excellent nursery school experiences and outcomes for our children.

Through excellent partnership working with our families and support services we aim to be the best and first choice early years education provision in our area.

In our nursery school

- **Everyone is valued and welcome.**
- **Our children are happy and safe, as we support, encourage and care for them well.**
- **Our children achieve and progress well, as they access engaging, motivating activities and resources every day.**
- **Our children display effective learning and development in all areas of the EYFS, as they have access to quality indoor and outdoor play and education every day.**
- **We encourage everyone to use their strengths and interests to reach their potential**

At Usworth Colliery Nursery School, we aim to include all children and their families in all aspects of school life; we value and respect the views of parents and carers. It is important that we all work together to do our best for every child in our school.

Maintained schools within the Local Authority are supported to include everyone and to meet the needs of children with Special Educational Needs and Disabilities (SEND) in a mainstream setting, whenever possible. Our school fully supports these aims.

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

Special Educational Needs and Disabilities SEND

All children are different and develop at individual stages and times.

- A child is recognised as having **Special Educational Needs (SEN)** in our Nursery School when they experience challenges in certain areas of learning and development. They may not be reaching age expected stages in their development or their learning and development may progress at a much slower rate.
- A child is recognised as having disabilities **SEN(D)** when their sensory, health or physical needs require individual consideration to access the curriculum, resources and activities.

Areas of SEND

Special Educational Needs and Disabilities are divided into four broad areas:-

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

Local Offer

The Children and Families Bill was published in September 2014. From this date, Local Authorities (LA) and schools were required to publish and keep under review, information about services they expect to be available for children and young children with special educational needs (SEN) aged 0-25. The LA refers to this as their '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 and help them to make choices about their child's needs and support available.

Sunderland Local offer can be found on the website www.sunderland.gov.uk

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.

Special Education Needs Information Report

Our Special Educational Needs Information Report is set out as a series of questions and answers, which aims to give parents and carers clear information about what the school and setting provides.



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Usworth Colliery Nursery School offers places for children from 2 to 5 years.

Who are the best people to talk to at Usworth Colliery Nursery School about a child's difficulties with learning, special educational needs or disability (SEND)?

We promote and encourage everyone in our school to talk about concerns as soon as possible.

Talk to the child's group leader or key person.

- They are with children every day and along with their group team members, know each child well.
- Adults can talk to them at the start or end of every session, or arrange a time to meet.
- A child's group leader or key worker can talk about their strengths, interests, abilities and needs as they have personal responsibility for the child's learning and development each day.

Talk to the school SENCO

- The Head Leader, Lindsay Guthrie, is the **SENCO** (Special Educational Needs and Disabilities Co-ordinator) for the school.
- The SENCO works with the teacher, Senior early years educators and nursery assistants, the children, parents and professionals, who specialise in supporting children's needs, to co-ordinate the approaches which best meet the needs of all children in the Nursery, from identification onwards.
- The SENCO works with staff, following the advice of outside support services, to plan intervention activities, which effectively support children's learning.
- The SENCO will ensure that SEND systems are monitored, updated and support is delivered. She will meet with parents and carers and the person responsible for delivering support and intervention for each child.
- Leader, Emma Burdis, is also SENCO accredited and plans support for children through targeted intervention groups.

Governor with responsibility for SEND

The SEND Governor is Suzanne Jobson.

- The Headleader has a duty to report information about SEND to the Governing Body.
- As well as monitoring the quality of SEND support in school, governors are responsible for ensuring that budget management and deployment of resources is reported accurately.

Supporting pupils with SEND

What are the different types of support available for children with SEND at Usworth Colliery Nursery School?

- When a child joins us at Usworth Colliery Nursery School their key person will get to know them and their family from the home visit onwards.
- During the first few months at school, we place great emphasis on their emotional health and wellbeing, helping them to feel safe and secure well cared for and well known by their key adults.
- We help children to learn and understand how to behave well in school and how to follow our simple, clear rules and routines.
- It is understood by all practitioners in our school, that a child's personal, social and emotional development is crucial to them engaging in all learning and this is their prime area of learning and development.
- Your child's key person and the group team members will make lots of observations of play, interactions and behaviour, during your child's first weeks in school and will talk with you, during induction sessions and consultation meetings, about their start to school, their wellbeing, development and progress.
- It may be that some areas of development are of concern and this will be discussed with you and you will agree actions together, to support this in school and at home.
- We will then proceed to a graduated support approach in accordance with SEND Code of Practice guidelines.

Graduated Approach in Usworth Colliery Nursery School

Early Years Quality First Teaching

The leader and Early Years Educators will make accurate observations and assessments of your child at play, as well as during planned group sessions and free choice activity times.

If it is seen that your child would benefit from additional support, we will talk with you at the identification stage and fully inform you of the Early Years quality teaching taking place and what further intervention and support we are planning and why. At this stage, we will usually plan different teaching activities to meet children's needs.

Range 2 support

This support is called range 2 which simply means we are taking additional action to support your child. At this stage children may have additional intervention activity groups.

A 'Support Plan' will be written for the group and will enable activities to be delivered specifically to support children's needs.

This may be 1:1 or in a small group and it is in addition to quality first teaching activities.

Observations and assessments will be part of the process, to closely check on development and progress.

Parents and carers are always informed if their child receives additional support.

The SENCO will meet with your child's leader or Early Years Educator to ensure the plan is followed and delivered to a high standard and to check how well children are progressing.

If appropriate, we will make a referral to the Speech and Language Therapy Service (SALT) for screening, advice and guidance, at the earliest opportunity.

Early Years Quality Teaching Range 2

If a child continues to experience delay in their progress in all, or some areas of their development, we will talk to parents and carers about making a request for a specialist service for guidance in supporting your child's learning.

Special support services

We work with a range of services according to children's individual needs, these may include: -

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Autism Outreach Team (AOT)
- Language and Learning Partnership
- Local Health Visitors and Nursery Nurses
- Occupational Therapy,
- CAHMS Children's Mental Health Support Services
- Community Paediatric Nurses.

Most frequently support in Nursery school comes from both the Educational Psychologist and the Speech and Language Team.

Our **Educational Psychologist** is called Gill Cassap. She offers an expert level of support in children's learning and development which enables us all to understand your child's needs better and to put in place the most appropriate activities to support their progress and development.

Speech and Language Therapists from Washington Galleries Clinic.

When children are referred to specialist support services and a range of professionals are involved we will form a **Support Planning Group**.

The Support Planning Group will work together with parents and carers to agree key targets for children to work towards and an **Individual Support Plan** will be written and reviewed each term.

Beyond Early Years Quality Teaching Range 3 and above

If your child's progress continues to be below what is expected, through the on-going assessment of your child's development, a decision will be made to hold a multi-agency, child-centred **Assessment and Planning Meeting**, to talk about the next steps of action to be taken to further meet the needs of your child.

If it is agreed that a request for a higher level of support is required, the process will begin to refer for an **Education and Health Care Plan** through the following stages: -

Single Plan (Education and Health Care Plan) Process

The school will arrange a meeting of parents, carers and professionals to discuss your child's strengths, current abilities and needs.

You will be asked to contribute to these meetings and share your views.

Your child's views will be gathered by the leader and shared as part of the report and an application process will begin to request further support from the LA and formally 'express' your child's needs and the provision which is needed in school to support their learning.

How will Usworth Colliery Nursery School support children when their Special Educational Needs or Disabilities are already identified?

- We encourage all new parents and carers to visit school to have a look around and to talk to us; this will help you decide if we have the right environment to suit their child's needs and interests.
- During that time, we encourage parents and carers to tell us about any needs their child may have, as this helps us to prepare for them starting school.
- We also encourage them to share information about their child during home visits, to make sure that the child's induction weeks into school are happy and appropriate for them.
- If other professionals are involved, we will arrange a planning meeting as soon as possible after the child's induction weeks are complete, to carefully plan and make any reasonable adjustments needed to enable them to fully engage in our curriculum.
- Other professionals may include Portage, Early Support and Health Visitors.
- If your child has medical needs and medication or a medical procedure is required, training for practitioners must be undertaken prior to their starting date or as soon as possible thereafter, in liaison from health services, to ensure the child's health, safety and wellbeing.

How can parents and carers let Nursery know they are concerned about their child's progress?

We understand that your child's needs are of great importance and would like to speak to you at the earliest opportunity.

- For day to day concerns, talk to the child's group leader or Early Years Educator at the start or end of sessions, or by arranging a convenient time to do so.
- Come to the Main Office and arrange to speak to the SENCO.

How will Usworth Colliery Nursery School let parents and carers know if they have concerns about their child's learning at Nursery?

Our aim is to work with you to best support your child's development. We will talk with you at the earliest opportunity.

- On starting Nursery, the group teams make lots of observations about each child's learning and development, which form part of their Learning Journal and baseline (starting points) assessments.
- It is important that any needs are identified quickly and, discussed with parents and carers, and the graduated approach started. This may include referrals to outside agencies, to best match needs to effective support.

How is extra support allocated to children, and how do they progress in their learning at Usworth Colliery Nursery School?

- In all groups, the SENCO works with the group leader and group team to plan and organise targeted support activities for children.
- Observations from staff, parental / carers concerns and analysis of the baseline / assessment data provide us with strong information about each child's level of development, and the actions to take to move them forward in their learning.

- The SENCO works closely with all practitioners to create a Provision Map.
- This is a chart which plots who our teaching groups and staff work with, in main group sessions and intervention periods, to enable children with an identified level of need to effectively access and engage with the EYFS curriculum in the group rooms.
- The provision map is updated every term, and reviewed by the teaching team every ½ term, depending on the analysis of needs of actions, in conjunction with the review process.

Who are the other people providing services to children with SEND at Usworth Colliery Nursery School?

These services vary and are dependent upon the needs of each age phase and cohort

Directly funded by the school

- Each nursery group has a teacher or Senior Early Years Educator and at least one additional Early Years Educator to reduce the adult: child ratios and enable children to work in smaller groups during teaching times as well as providing individual or groups of children with further intervention work.
- Educational Psychology Service

LA Funded Services

- Autism Outreach Team (including specialist SALT)
- Language and Learning Partnership
- Sensory Service
- Parent Partnership Service

Health Service Funded

- Speech and Language Therapy (Direct referral)
- Physiotherapy / Occupational Therapy (Allocated by Health for an identified need)
- Health Visitors (Allocated by Health)
- Community Nursery Nurses part of the Health Visiting Team
- CAMHS (Direct referral from Health or by CAF a referral process)

How are the leaders and practitioners at Usworth Colliery Nursery School helped to work with children with SEND and what training do they have?

- The SENCO will work with all nursery staff in identifying needs, intervention planning and provision and seek guidance for supporting all children through the on-going assessment process.
- The group leaders and SENCO place targeted activities onto the Provision Map and plan the session times and activities, to provide the most accurate levels of support to enable full curriculum engagement.
- The curriculum is carefully planned with differentiated activities, to ensure that the activities are matched appropriately to the developmental stage of the child.
- The Nursery School plans and provides training for all staff to develop teaching and learning of all children, including those with SEND. This can include whole school training relating to SEND issues.

- Leaders and practitioners attend training delivered by outside agencies that are relevant to supporting the specific needs of children within the cohort, e.g. communication and interaction, Autism awareness etc.
- The SENCO attends group sessions each ½ term and annual SENCO conferences and training to remain up to date with practice.

How will the teaching be adapted for a child with SEND?

- All nursery staff observe the children to assess their stage of development.
- The curriculum is planned with different levels of activity to meet the needs of all children.
- Additional or more focussed personally planned activities are delivered to increase children's abilities and to support their learning.
- Training enables teaching and learning to continuously improve in supporting the needs of your child.
- Specific resources and strategies will be delivered in small groups or occasionally 1:1.
- All the practitioners at Usworth Colliery Nursery School use observations of each child's development to adjust their direct teaching sessions, and any curriculum or resource adjustments to best support children's learning needs through our 'Reflective Practice' procedures.
- We evaluate activities, make observations and hold weekly reflective discussions.

How will Usworth Colliery Nursery School measure the progress of each child?

- All children at Usworth Colliery Nursery School are observed and assessed through their Early Years Foundation Stage Tracking Record and their Learning Journal, during all teaching sessions and intervention activities and when appropriate to their needs, their Support Plan and outside agency reports.
- We look closely at each child's starting points (baseline) and make assessments of their progress and development throughout the year in the Prime and Specific Areas of Learning.
- We share each child's progress and development with their parents or carers, through their Learning Journals, into which every practitioner can include their observations. These books are in the group rooms and are available to read share in and contribute to.
- If a child has a SEND, termly reviews take place through the Level 1 (group) and Level 2 (individual) process. Where possible, these are linked to outside agency reviews and updates to ensure the child has a co-ordinated approach to support their learning and development using their Support Plan as an assessment tool.
- If a child has an Education and Health Care Plan, there will also be a formal Annual Review with updated information provided by everyone who is involved in supporting the child's development.

How accessible is the Nursery environment?

- The building is on one level with ramps at the entrances for ease of entry, exit and movement. We have a changing room for easy toilet access with changing area.

- Our group learning environments are well spaced for movement around the specific curriculum areas, and equipment is made accessible to all children through matching to their developmental stage.
- Staff are trained in supporting early language and communication. This training includes ensuring our learning environment indoors and outdoors is communication friendly, to encourage children to talk, listen and communicate with each other.

How will my child be included in activities outside the group room?

- At Usworth Colliery Nursery School we use our trips and visits to support the family learning together and whenever possible encourage all parents and carers to attend.
- If a child has a SEND a practitioner is assigned to provide additional support.
- Risk Assessments are carried out to ensure that all children's health, safety and wellbeing are fully considered, to effectively engage in learning.

What if a child has medical needs?

We understand that there are many different levels of medical needs.

- At the highest level, a detailed Medical Care Plan is written, in consultation with medical professionals and parents/carers. This is linked to any training the practitioner may need to support a need or procedure.
- Where necessary, short term medication can be administered and should be discussed with Lindsay Guthrie and Senior Early Years Educators Loreena Lawson or Lynne Jarvis, other members of staff have had training in the administration of medication.
- Only prescribed medication can be given at Nursery and all parents receive information with details of our procedures, to keep everyone safe.
- Risk assessments are undertaken for needs, such as the use of oxygen or Personal Evacuation Plans for Fire Safety etc.
- Paediatric First Aid training is undertaken by all staff on a rolling programme.

How will Usworth Colliery Nursery School support a child joining the Nursery or moving to another school in the next stage of their development?

We understand that changes and transitions can be difficult for all young children and we strive to enable these changes to be as smooth as possible.

- When a child is entering Nursery, we talk with parents and carers and any previous Nursery about their needs to plan for any adjustments to help them feel happy and secure. This may also involve gathering or discussing their needs with other professionals. We will attend any 'exit' meeting organised by a previous setting or meet with staff in our school
- When a child is moving group rooms within Usworth Colliery Nursery School, staff and children will visit the next room to increase familiarity with the new adults and the space.
Discussions take place between all age phase practitioners to share information about each child's needs, strengths and interests.
- When a child is moving to another setting or school, a transition review is planned which fits with the Level 1 and Level 2, timing of reviews with the next school, and any involved professionals. The aim is to share information which enables the child to make a happy move into their next stage of learning.
- Additional visits are planned in liaison with the new school's SENCO and a transition plan put in place.

- All records are passed on to the next school as soon as possible

What support does Usworth Colliery Nursery School have for parents or carers of a child with a SEND?

At Usworth Colliery Nursery School we aim to establish a close partnership with parents and carers beginning from the home visit.

- The child's group leader and nursery key workers are available every day to talk.
- The Learning Journal / Tracking record enables us all to share and participate in your child's learning.
- The SENCO is available to meet with and discuss children's needs informally and formally through the Range 1,2 and 3 systems.
- We discuss the benefits of referrals to supporting agencies such as Speech and Language Therapy or the Educational Psychologist, who provide strong advice and guidance for both Nursery and home.

We encourage everyone to communicate well and not to allow small concerns or problems to cause concerns.

However, if there are any serious concerns or complaints, please speak to us immediately. The policy for complaints or concerns is on our school website; www.usworthcollierynursery.org

**SEND Report
Reviewed
Review date
Review**

**Autumn term 2021
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