

The Early Years Nursery School Alliance

**CLERVAUX NURSERY SCHOOL AND KIDS
CLUB**

**SPECIAL EDUCATIONAL NEEDS and
DISABILITIES (SEND) INFORMATION
REPORT
(including policy and procedures)**

November 25

SEN INFORMATION REPORT – 2024/25

At Clervaux Nursery School and SEND Unit, we are committed to the equal inclusion of all pupils in all areas of nursery school life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). Clervaux Nursery School is a mainstream setting offering 51 full time equivalent places with 30 part-time places in the 2-3 room and 39 part-time places in the 3-4 room. We also have a Send unit which caters for children with high levels of needs in their nursery and Reception years. Children can access these places across 30 hours or two and a half days, as well as full morning or afternoon sessions. Reception places are full time. We currently have eight places in our unit. Children need an EHCP to access a place and this is decided through the Local Authority Panel process.

Principles

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

Support for SEN

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Staff take account of this by looking carefully at how they organise the learning environment, activities and materials they give to each child and the way that they teach. This is so that all teachers and support staff consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different approaches in order to help them succeed, and this may include other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

Children with special educational needs should have access to the EYFS curriculum by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will discuss with parents as soon as we identify that a child may need extra or different help because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEN will be in the nursery environment, sometimes with the help of other adults and occasionally with outside specialists.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should, in the first instance, speak to your child's Key Worker. You will be able to talk over your concerns and find out what the school thinks. You may be asked to meet with the SENCo, who will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teachers.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

Please see a member of staff if you want further advice about your child's possible special educational needs. We can suggest other organisations which could offer you further support.

For information on South Tyneside's Local Offer, please see <https://sendlocaloffer.southtyneside.gov.uk/>

We meet formally with parents each term to discuss children's progress. Children's Tapestry online journals are updated regularly and allow you to see how we are assessing the progress your child is making.

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes in a action plan and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We meet parents at least three times each year during Parental chats.

The views of the pupil will be included in these discussions as far as is possible. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

- Arrangements for consulting parents of children with SEN and involving them in their child's education:

We pride ourselves in having a good relationship with parents and work hard to involve parents in every aspect of their child's learning with us through daily informal contact and more specific formally organised meetings.

- Arrangements for consulting children with SEN and involving them in their education.

The voice of every child is at the core of all our practice. Due to their very young age, often their behaviour is their voice.

- Arrangements for assessing and reviewing children and young people's progress towards outcomes includes the opportunities available to work with parents and children as part of this assessment and review

Teacher & Key workers are responsible and accountable for the progress and development of the pupils in their groups, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our approach to record keeping is in line with the requirements of the GDPR requirements. The provision made for pupils with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and Key Worker, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Before children start at our school we offer parents a home visit and invite parents and children to visit us and spend some time in nursery together. Induction is carefully planned so that families feel involved from the very beginning.

To support transition, we share information with the school or setting that the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process. If children are to access our SEND provision we will always visit them in their previous setting before they start at our nursery. This ensures we know your child very well and can make adaptations to support individual needs.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Our building is very well adapted for use by every child. The children can seamlessly access the outdoor area during free-flow sessions.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All staff have Paediatric First Aid and Safeguarding qualifications and some staff are trained in using the BLAST & Talk Boost programme. The SENCo is working towards the National SENCo Award. Each year, the needs of children within our school are carefully considered and training organised to up-skill staff. When bespoke training is needed, then we contract this through the Local Authority.

Evaluating the effectiveness of the provision made for children and young people with SEN

The Head Teacher, in conjunction with the SENCo, is responsible for monitoring the provision for SEN. The SENCo reports to the Governing Body on outcomes for this group of pupils, using data evaluation and observational findings.

Support for improving emotional and social development

Personal, Social and Emotional Development (PSED) is a prime area of the curriculum. This means that it is considered especially important for young children. Children's wellbeing is monitored closely and intervention groups are planned by staff as and when needed to support small groups and individuals.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents have a complaint about the school, then they should speak to the Head teacher. The Complaints Procedure is available on the school website in the Information Section.

CLERVAUX NURSERY SCHOOL AND KIDS CLUB

Part of the Early Years Nursery School Alliance

SPECIAL EDUCATIONAL NEEDS POLICY

November 25

This policy was developed by the Special Educational Needs Coordinator (SENCo) and the SEN Governor with regard to the statutory requirements laid out in the SEND Code of Practice (2015) whilst using KCSiE 24.

Rationale

Every child is entitled to access a broad and balanced early years curriculum and to be fully integrated into all aspects of the nursery and after school club life.

All children have a right to succeed and reach their full potential both at school and in the wider community whatever their ability.

All staff acknowledge their shared responsibility for making appropriate provision for children with special educational needs. We recognise that all teachers are teachers of children with special educational needs.

Objectives

- To implement and follow a staged process of assessment as outlined in the school Special Needs Procedure and the Code of Practice.
- To develop a system for early identification and assessment of a child's special educational needs.
- To encourage the participation of parents in their children's' work, play, the assessment procedure and reviews.
- To seek support from the appropriate external agencies when required.
- To provide a differentiated and balanced curriculum that meets the needs of all the children.
- To ensure the SEN training for the whole staff and the SEN Co-ordinator is an integral part of the school's improvement.
- To provide a differentiated curriculum and activities to meet the needs of every child.
- To ensure that detailed records are kept on all children with special educational needs including speech therapy.
- To ensure that all staff working with the child are involved in drawing up Action Plans.
- To promote opportunities for discussion between staff and parents/carers focusing on the needs of their children.
- To provide opportunities and the necessary support needed for every child to access a full early year's curriculum.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

We recognise that children may have barriers to their learning as a result of having needs in one or more of the following areas as identified by the Code of Practice:

- Cognition and Learning Needs
- Behaviour, Emotional and Social Development Needs
- Communication and Interaction
- Sensory and/or Physical Needs

Children must not be regarded as having special educational needs solely because their home language is different from the language in which they will be taught.

SEN could mean that a child has difficulties with:

- all of the activities on offer in school
- understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

This SEN Policy details how this setting will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that all staff working in the school are able to identify and provide for those pupils experiencing barriers to their learning. We aim to allow all pupils to join in with the activities of the setting, so far as it is reasonably practical and compatible with all children receiving an efficient education which fulfils their particular needs.

The setting will have regard to the requirements of the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners in their child's learning and will be supported to play an active part in decisions about their child's education.

Children and young people with special educational needs have a unique knowledge of their own needs and, wherever practical according to the age and ability of the child, they will be

encouraged to participate in the assessment of their needs, the review and the transition process.

SPECIAL NEEDS PROCEDURE FOR CHILDREN ATTENDING NURSERY

Procedure on Initial Identification and Assessment of Children with Special Needs

- Nursery staff are responsible for the initial identification and assessment of children with the support of the SENCO.
- Observations, parental concern and assessments of the individual child are used for identification of SEN. We seek to work in close partnership with parents from the beginning.
- Monitoring of individual children's progress throughout Nursery is essential. When a child appears not to be making adequate progress, then it may be necessary to use alternative approaches to learning for that child. Ongoing difficulties may indicate the need for help above that which is normally available for children in our setting.

Identification

- It is crucial that any child with SEN be identified as early as possible. Nursery staff are in a key position to observe children in their group closely and recognise any child who is experiencing learning difficulties.
- Close systematic observation notes are kept. Action Plans/interventions are designed by key workers and SENCO and are used together with informal discussion with the necessary agency.

Nature of intervention

The SENCO and the key worker, in consultation with parents, will decide on the *Action* needed to help the child to progress in the light of their earlier assessment. This *Action* will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies

- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

An Action Plan will be devised for children considered in need of extra support. Action plans comprise:

- The short-term targets set for the child,
- The teaching strategies which will be used
- The provision to be put in place,
- When the plan is to be reviewed
- The outcome of the action taken.

Action plans are continually kept 'under review,' but are formally reviewed a minimum of three times a year, depending on the needs and progress of the child. Parents' will be consulted as part of the review process.

PROCEDURE REGARDING ACTION PLANS AND INTERVENTIONS

- Where a child is judged to be making inadequate progress, it will be necessary to take some additional or different action to enable that pupil to learn more effectively. The Key Worker, in discussion with the SENCo, will provide interventions which are **additional to or different from** those provided as part of the usual differentiated curriculum.
- The triggers for could be concern about a child who, despite receiving appropriate early educational experiences:
 - Makes little or no progress even when teaching approaches are particularly targeted to support needs
 - Continues working at levels significantly below those expected for a child of a similar age
 - Presents persistent behavioural and/or emotional difficulties, which are not helped by the behaviour management techniques usually employed in the setting
 - Has sensory or physical problems, and continues to make little or no progress despite provision of personal aids and equipment
 - Has communication or interaction difficulties, and requires specific individual interventions in order to access learning.
- If practitioners, in consultation with parents, conclude that a child may need further support to help them make progress, then it may be necessary to seek the advice of external professionals for further advice.
- At this stage, following consultation with parents, the SENCo will contact either the Health Visitor, Portage and Pre-School or the Educational Psychologist

- The SENCo and the Portage and Pre-School Service or the Educational Psychology Service would continue to liaise and if possible/necessary Special Needs Support would be implemented.

Further Assessment

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request. The LA seeks a range of advice before making a educational health care plan (EHCP). The needs of the child are considered paramount in this.

A record of Children with Additional Needs will be kept on the school's SEND register. This register is reviewed termly by the SENCO in consultation with key workers. The evidence will inform staff if support needs to be reduced, maintained or increased.

SPECIAL NEEDS PROCEDURE FOR CHILDREN ATTENDING OUR SEND UNIT

Children are identified by the local authority and a copy of the child's EHCP is given to our school. We go out and visit the child in their current setting and assess if our school will meet the needs of the individual child. Once accepted the EHCP is amended to name our school as the setting to deliver education. Throughout the year the EHCP actions are broken down into smaller steps to ensure all children achieve the best outcomes possible. In October, we look at which school parents would like their child to attend and that we feel will meet their needs. The Local Authority will then contact Specialist or mainstream provisions to come out and observe the children and decide if their school can offer everything that the child needs to succeed.

Roles and responsibilities

In this Early Years setting the SENCo is **Charlotte Birkbeck**

The SENCO will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate Action Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The named SEN Governor is Ashley Borthwick. Her role is to work closely with the SENCo to ensure that provision for SEN in school supports staff in achieving the aims for all children in Clervaux Nursery and also to keep other governors informed about SEND developments as well as to challenge the SLT with regard to SEN provision in the school.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Jenny Parker / Bev Stephenson.

Children with medical conditions will be supported in line with the school's policy on medication and supporting children with medical needs, which is available on the school website.

SIGNATURE OF CHAIR OF GOVERNORS:

SIGNATURE OF SIGNATURE

DATE:

REVIEWED November 25

DATE OF NEXT REVIEW Sep 26

