

Grandpont Nursery School SEND (Special Educational Needs and Disabilities) Information Report 2022-23

At Grandpont Nursery School we recognise that all children have the right to access a broad, balanced, relevant and differentiated curriculum, allowing progression and learning at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to develop their knowledge and understanding and have experiences alongside their peers, no matter what their individual needs, and are committed to the inclusion of all children.

As a caring nursery school, we pride ourselves on knowing all of our children individually and responding to every child's learning preferences and needs. Within our group times and free flow sessions, we differentiate learning opportunities to support or extend children, as appropriate. If a child needs some support or guidance and is not making the progress in their learning, we will ensure that we have a structure in place to support their needs. More information can be found in our policy which can be found at https://www.grandpontnurseryschool.co.uk/website/send_and_inclusion/295120

Our Acting Special Educational Needs and Disabilities Coordinator (SENDCo) is Grace Slater. She can be contacted through the school office at office@grandpontnurseryschool.co.uk

Grace is our named contact within the school for when parents have concerns.

Grandpont Nursery School provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions. Children will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties in areas such as literacy, numeracy or understanding information
- **Social, Emotional and Mental Health needs;** this includes children who may have behaviour difficulties relating to their emotional development, anxiety or attachment disorder
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

All staff have attended training provided by Oxfordshire County Council to support understanding of a variety of special educational needs including autism and speech and language development. Staff underwent extensive training on attachment and behaviour to better understand the reason behind different behaviours, such as difficulty with communicating, interacting and relationships.

Our SEND policy is available on our website www.grandpontnurseryschool.co.uk Parents can also get a paper copy from the office (please phone in advance so that we can print a copy out). The policy includes our systems for identifying pupils with SEND and assessing their needs.

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

Grandpont nursery views parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children. We make sure that we work in partnership with parents by:

- Holding meetings for parents and their child's Key Person to discuss special educational needs identified through our observations and for parents to share what they see at home. This will give the Key Person some insights into the child's needs, for example:
 - The Key Person shares concerns about their child's communication and language development and the parent tells her that hearing problems were identified in the child's 2-year-old check. Knowing this, the Key Person will make adaptations to teaching and learning opportunities and the strategies that practitioners will use when supporting the child
 - The Key Person has noticed that the child watches other children as they play but doesn't join in with them, preferring to play silently on her own. Parents tell the Key Person that the child is confident with other children and adults at home and speaks fluently in Hindi. The Key Person can reassure parents that this silent period in school is quite normal for a child who is new to English and that good development in her home language will help her learn English. The Key Person will introduce strategies that will help the child feel more confident in school, such as using some key words in her home language, introducing a visual timetable, and making sure that practitioners model language as they play alongside her
- Review meetings with parents will be held termly. These might be more frequent for parents of children with higher level needs, practitioner will make increased observations of the child's development which they will share with parents. Learning stories will be shared with parents more frequently and children with SEND will be included more frequently in Google Classroom
- We use Tapestry – an online communication platform - to help us to share children's learning with parents and carers by giving them regular access to photographs, videos and notes about their children. Parents and carers will be able to send photos and videos back to let the Key Person know what their child loves doing, helping them understand their development at home.

Arrangements for consulting young people with SEN and involving them in their education

Children's views are sought and taken into consideration in discussions about their learning and development. This is achieved in a variety of ways, for example, when a child cannot contribute his or her thoughts and feelings verbally, we observe their interests, their likes and dislikes. This may be written or recorded with photographs which can be used for making choices and indicating preferences. Children and their Key Person will have time together to look through their Learning Stories and talk about their play and learning.

Arrangements for assessing and reviewing pupils' progress

- Practitioners at Grandpont have a good understanding of child development and, guided by the SENDCO, use this to identify whether children who aren't where we expected them to be for their age. The Key Person will reflect on the observations made of children's play and learning and will plan learning opportunities that will support each child to make progress. We use the document Birth to Five Matters to help us plan our curriculum and track children's progress using Oxfordshire County Council's Early Years Development Tool (EYDT).
- More frequent observations will be made for children with SEND, and the SENDCO will have regular meetings with the child's Key Person to discuss their observations and how teaching and learning opportunities can be adapted to help them make progress. These can also be shared with parents via Tapestry
- The Key Person builds a learning story for her children. This records the child's learning and, for children with SEND, will focus on progress related to their individual needs
- Where we have concerns about a child's communication and language development, we use the Wellcomm language screening tool to identify specific needs
- We use Birth to Five Matters and the Oxfordshire Early Years Development Tool (EYDT) to help us to develop our approach to curriculum and assessment. Where a child with SEND has high level needs, we use the Early Years Developmental Journal to create a developmental profile and show progress. This profile allows us to identify finely tuned skills and understanding that are Emerging (seen for the first time); Developing (seen sometimes); Achieved (seen often)
- Discussions take place with parents to decide whether an Education, Health and Care Plan is the best way for their child to be supported.

Arrangements for supporting pupils moving between phases of education

The SENDCO will make sure that arrangements for supporting children with SEND to move on to primary school are particularly strong and help the new teacher to understand the child's needs, their previous learning experiences and what they have enjoyed up to that point.

- The SENDCO will have conversations with the SENDCO at the primary school to support transition
- The SENDCO and Key Person will use the "Read between the lines" document and virtual meetings to share needs and progress with receiving teachers
- Children will have the opportunity to visit their new school (if local) so that they are familiar with where they go in, where they hang their coat, what their classroom looks like, who their teacher is etc. Children with SEND will be offered additional visits if needed
- The SENDCO will involve parents in discussions around transition support
- Children's records will be transferred to their new school prior to end of school year.

The approach to teaching pupils with SEND

Each child is attached to a Key Person who will make sure that their emotional and learning needs are met. The Key Person and SENDCO analyse observations to identify emotional needs and positive, consistent strategies to support.

Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning. We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEN Toolkit

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

All interventions provided are personalized, in order to ensure differentiated curriculum support.

SEND support is based on a cycle of action that can be revisited with increasing detail, increasing frequency and increased involvement of parents. The cycle of action has four stages: **assessing; planning; doing and reviewing** the provision, as outlined in the SEND Code of Practice, 2014.

The SENDCO regularly reviews the progress of children with SEND and, where progress is slow, identifies a support plan targeted to the child's individual needs:

- The first response is high quality targeted teaching which may be in small groups or through short, individual interactions between staff and children
- One to one support will be put in place for children with an EHCP and high-level needs
- Teaching and learning is based on strong partnerships with parents (see above)

How adaptations are made to the curriculum and the learning environment of pupils with SEN

The way we adapt the curriculum for children with SEND is set out in the school Equality Policy and Equality Plan, which can be found on our website, or a copy can be requested from the office. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

- The environment is well organized so that children can direct their own learning. The visual environment is calm to prevent sensory overload
- Practitioners skillfully identifying triggers and pre-empt emotional outbursts through proactive use of the sensory room
- Adaptations to experiences are made in response to children's needs eg a focus on rich language experiences for children with communication and language needs; book-led learning; author of the week. Additional stories and story sacks are being developed to support children's language development
- Interactions are adapted/personalized to meet children's needs. Our child-centred approach and strong key person relationships ensure that interactions are tightly focused to children's needs. Daily staff meetings identify the focus for adults when supporting identified children
- Visual timetables are used to support children to reduce children's anxiety by showing what is going to happen in their day and help them to manage change.
- Children with communication needs are supported through our use of the SCERTs picture/photo cards to enable children to communicate
- Additional staff provide 1 to 1 support based on children's needs eg modelling and extending language for children with Communication and Language (C&L) needs and for children whose home language is not English
- We plan learning experiences that ensure children with SEND have access to a rich, broad curriculum, for example through a wide range of experiences in the woodland area eg making a fire, physical ways to enact and experience stories; lots of cooking; stories and resources from different cultures, celebrating festivals
- We work closely with outside agencies, such as speech and language and the educational psychologist to implement the advice suggested.

Additional support for learning that is available for pupils with SEND

- SEND funding is used for:
 - additional staff to support children in their own play and in planned and adult led activities
 - training - all staff have attended training provided by Oxfordshire County Council to strengthen their understanding of a variety of special educational needs including autism and speech and language development.
 - Staff underwent extensive training on attachment and behaviour to better understand the reason behind different behaviours, such as difficulty with communicating, interacting and relationships
 - resources such as books or activity packs to take home

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

- Staff at Grandpont have a good understanding of child development and the skills, knowledge and understanding that we would expect to see for nursery age children
- All members of the staff team are confident and skilled at supporting children who may need extra support in a particular area of development.
- Staff follow tailored continuous professional development training through staff meetings, INSET, Individual training, training from external agencies.
- Strategies, individual needs and consistency of approach amongst staff are discussed during staff meetings to ensure the best support is being given to the children in our care.
- Staff have individualised guidance from the SENDCo to ensure Quality First Teaching for those children requiring specialised support.

How the school involves other bodies to ensure that we are meeting pupils' SEN and supporting their families

- Where there is a need for more specialist expertise to identify the child's needs and to determine the most effective approach, we will work with external support services. This takes place following discussion between parents, the Key Person and Head Teacher or SENDCO. To request assessment and advice a Single Point of Request for Involvement (SPORFI) form is completed and requires parental consent. We have access to a range of specialist support services including:
 - Oxfordshire's Early Years Special Educational Needs and Inclusion Team
 - Primary Child and Adolescent Mental Health Services (PCAMHS)
 - Therapy services, e.g. physiotherapy, Speech and Language Therapy
 - Early Years Advisory Teachers

How the effectiveness of the provision made for pupils with SEND is evaluated

- The headteacher – and Acting SENDCo - reports to Governors at FGB meetings. Governors analyse this report and provide challenge to the headteacher to ensure that her evaluation is accurate
- Governors complete learning walks, coming into Nursery to see how well children with SEND are accessing learning and how effectively practitioners use tailored interactions to help them make progress (See Governor reports)
- The child's Key Person puts observations of the child onto Tapestry. These are shared with parents and are monitored by the SENDCO
- Children's development is recorded on the Early Years Tracking Tool and, where appropriate, on the Early Years Developmental Journal - the SENDCO analyses data to monitor children's progress
- The Local Authority commissioned an external review of teaching and learning which reported that "1 to 1 staff support children with additional needs very well. They know the children well and the impact of training they have received can be seen"
- The child's Key Person gathers informal feedback from parents/carers. More focused discussions are held with parents of children with an Education and Health Care Plan (EHCP) to gather their views on the impact and effectiveness of the support provided by the Nursery
- The Key Person has 1 to 1 discussions with children where appropriate, using the observations they have done, to talk about what they can do now

Support for improving emotional and social development

We recognise that all behaviour is a form of communication. Building secure attachments and relationships is important to nurture learning and confidence.

- Our Key Person system helps children know that there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know your child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style. We have a strong focus on co-regulation, where adults build a close relationship with children to help them regulate their emotions, thoughts and behaviour to enable them to learn. Strategies from emotion coaching training are consistently used by all staff to help children identify their emotions.
- Where we have concerns or questions about a child's emotional and social development, the Key Person will complete an assessment using well-being and involvement scales
- We focus on developing empathy to help other children understand and build relationships with children with SEND. We support all children to understand that children with SEND are part of our Nursery family, they just learn differently.

Grandpont's Equality and Diversity Policy was reviewed in 2022. This sets out our commitment that no one will receive less favourable facilities or treatment on the grounds of a protected characteristic, including disability. Key objectives for 2022-23 are:

- To provide information for staff, parents/carers and children to understand behaviour and communications developmental stages to prevent inappropriate escalation of language of bullying and harassment
- To celebrate cultural capital diversity with particular regard to the needs of vulnerable groups
- To monitor how well children who may be disadvantaged and those with SEND are included in all aspects of school life

This policy can be found on our website www.grandpontnurseryschool.co.uk You can also get a paper copy from the office (please phone in advance so that we can print a copy out).

Key Person group time, the learning environment and adult interactions are used to ensure that children with SEND know they are unique, valued, respected and loved. This is supported through a range of strategies, for example:

- Teaching about difference and diversity through such as stories with a focus on inclusion and celebrating diversity, celebrating festivals from different cultures eg parents from China sharing Chinese New Year celebrations
- Resources that reflect the diversity of the school, families, local community and wider community
- Challenge discriminatory language, attitudes and behaviour – discussion with parents, informal support for children using via role play, circle time using different context

Arrangements for the admission of disabled pupils

Grandpont Nursery School uses the OCC 'Policy for Admission to Local Authority Nursery Schools', including in relation to disabled children who need to be admitted to a school on the grounds of physical accessibility. The Nursery School and Childcare are both arranged on one level, with wide doors, no steps and level access to the outdoor area.

Facilities we provide to help disabled pupils to access the school

Key duties within Grandpont's Accessibility Plan towards disabled children are:

- Increasing the extent to which disabled children can participate in the curriculum
- Improving the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services provided or offered by the school
- Improving the availability of accessible information to disabled children and their families

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

Our Complaints policy sets out the process parents should follow if they have a complaint about the provision for their child. Parents should initially:

1. Discuss their concerns with the member of staff most directly involved *and, if not satisfied*
2. Discuss their concerns with the SENCDco (Grace Slater) *and, if not satisfied*
3. Discuss their concerns with the headteacher *and, if not satisfied*
4. Discuss their concerns with the Co-Chairs of Governors (Sara Carey and Daniela Cesco)

Contact details of support services for parents of pupils with SEND

The Local Authority SEN and Disability Information and Advice Service (SENDIASS) supports parents and carers of children with special educational needs. They can be contacted by filling in a form on their webpage [Contact SENDIASS | Oxfordshire County Council](#) or at:

SENDIASS Oxfordshire

Freepost SCE11489

Oxford

OX1 1ZS

01865 810516 (weekdays 9.30am - 2.30pm and answerphone outside these hours)

Text: 07786524294

The school's contribution to the local offer and where the LA's local offer is published

Parents can find information about Oxfordshire County Council's SEND Local Offer at

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

There is a page dedicated to support for children 0-5 with special educational needs which parents can find at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-children-0-5>