

Scartho Nursery SEND Report

Scartho Nursery School Federation are schools that care. We care about our children, their well - being, their happiness and their entitlement in terms of educational provision. We aim to create an atmosphere where all children have the opportunity to reach their potential in a secure and supportive environment. We are committed to providing the necessary support for children in order to meet their needs, as early as possible. We believe that the earlier that special needs are identified, the sooner our children will receive the necessary support.

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Identification of pupils needs

We are committed to providing the necessary support for children in order to meet their needs, as early as possible. We believe that the earlier that special needs are identified and levels of support are put into place the more chance our children will have of making progress.

Special Educational Needs covers four main areas.

These are:

- **Communication and Interaction.** Children and young people may have difficulties in one or more areas of speech, language and communication. They may also include Dyslexia or a physical or sensory impairment such as hearing loss.
- **Cognition and Learning.** Children and young people with learning difficulties will learn at a slower pace and may have greater difficulties than their peers in acquiring basic literacy and numeracy skills or in understanding concepts even with a level of appropriate intervention. They may also have difficulties such as speech and language delay, low self-esteem, low levels of concentration and under developed social skills.
- **Social mental and emotional health** For some children difficulties in emotional and social development can mean that they require additional or different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make or sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging disruptive or disturbing behaviours.
- **Sensory and / or Physical Needs.** There are a wide range of sensory or physical difficulties that may affect children within the school. These may require minor

adaptations to the curriculum or the physical environment. These adaptations may be seen as reasonable adjustments under the Equality Act 2010 . These sensory impairments may be visual impairments (VI) or hearing impairments (HI)

If a child has been identified as having special educational needs, provision for them is in line with the Code Of Practice and is a staged graduated approach. The class teacher will provide intervention strategies, which are additional to or different from those provided by the usual differentiated programme. This approach begins with Quality First Teaching and is supported by discussions with parent; assessment in school , both baseline and EYFS Date; use of specific screenings; e) Practitioner observations; child progress meetings; reference to reports from a wide range of outside agencies such as education professionals and teams, social care and health care professionals and Termly and annual review meetings

SEND Support

Where it is determined that a pupil does have special educational needs, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including the children, parents, teachers, SENCO and outside agencies.

SENDIASS (Special Educational Needs and Disabilities Information and Advice Service)

This service is purely to provide support for parents of children who have special educational needs. They will provide advice, offer support and help with letter writing and will accompany parents to meetings.

Contact details are as follows:

Address: 11 Dudley Street

Grimsby

DN31 2AW

Telephone: 01472 355 365

Email: Judith.Kilvington@barnardos.org.uk

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Local Authority (LA), if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. This plan should take no longer than 20 weeks.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

Inclusion of pupils with SEN

The Headteacher and Heads of School teacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice and will have access to specific resources, as appropriate, around individual pupils, from external support services when necessary.

In service training (CPD)

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO / Deputy Headteacher attends relevant SEND courses and meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures

that training opportunities are matched to school development priorities and those identified through the use of provision management.

Working in partnerships with parents:

Scarho Nursery School believes that a close working relationship with parents is vital in order to ensure that:

- a) Early and accurate identification and assessment of SEN leading to appropriate Intervention and provision;
- b) Continuing social and academic progress of children with SEN;
- c) Personal and academic targets are set and met effectively. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- d) If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

North East Lincolnshire Authority 'Local Offer' can be found at:

www.nelincs.gov.uk/children-and-families/send-and-local-offer/