



## Special Educational Needs, Local Offer at Abbey Wood Nursery School and Children's Centre

Type of school	Mainstream
<b>Nursery School and Children's Centre</b>	<b>15 hour free nursery places Additional hours available for SEN provision</b>

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

### A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)? And how can I talk to them about my child if I need to?</p>	<p>Key Person/Class Teacher</p>	<p><b>Key person is responsible for the well being of your child. Settling them in and getting them involved in all the activities on offer in the school. They are also responsible for keeping records of your child's achievement and tracking their progress. Initial concerns should be discussed with Key person who may then take concerns to Inclusion Manager.</b></p> <p><b>The key person and class teacher are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to excellent teaching and that the curriculum and the learning environment is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and in</li> </ul>

Inclusion manager

consultation with the Inclusion Manager.

- Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) as needed, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**Inclusion manager is responsible for:**

- Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - Given ample opportunity to be involved in supporting their child's learning from the outset
  - kept informed about the support their child is getting
  - involved in reviewing how their child is doing
  - part of planning ahead for their child.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEN Record of Need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- To coordinate specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

Contacted on 0208311 0619 opt 4



**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in school will get support that is specific to their individual needs. This may be all provided by the key person or class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Specialist staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	<b>Key person/ Class teacher input via providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests.</b>	<ul style="list-style-type: none"> <li>• Ensuring that all staff have the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as choosing boards and visual timetables.</li> <li>• Putting in place specific strategies (which may be suggested by the Inclusion Manager or outside agencies) to support your child to learn.</li> </ul>	All children in school should be getting this as a part of excellent early years practice when needed.
	<b><i>Stage of SEN Code of Practice: Early Action: which means they have been identified by the class teacher/key person as needing some</i></b>	<ul style="list-style-type: none"> <li>• Your child's key person will have carefully checked on your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress.</li> </ul>	Any child who has specific needs identified by staff or

	<p><b><i>extra support in school.</i></b>          Specific targeted work 1-1 with a child.          Specific targeted work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a member of staff who has had training to run these groups.</li> </ul>	<ul style="list-style-type: none"> <li>• He/ She may plan group sessions for your child with targets to help your child to make more progress.</li> <li>• These groups will be run by one of the staff in the school using the key person's, Inclusion manager's or targets from an outside agencies.</li> </ul>	<p>parents who would benefit from small group work.</p> <p>Children will be at the stage of the SEN Code of Practice called <b>Early Action</b>, which means they have been identified by the key person class teacher as needing some extra support in school.</p>
	<p><i>Stage of SEN Code of Practice: <b>Early Action Plus</b>, which means they have been identified by the class teacher/Inclusion Manager as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the parent/key person/class teacher/Inclusion Manager as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. Nothing will happen without the parent/carer knowing.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist, etc. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:             <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set better targets which will include</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through targeted support by the class teacher/key person and intervention groups.</p>

		<ul style="list-style-type: none"> <li>○ their specific expertise</li> <li>○ A group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit</li> <li>○ A group or individual work with outside professional</li> <li>● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a <b>Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)</b>. In partnership with yourselves as parents, this means your child will have been identified by the class teacher/key person/Inclusion Manager as needing a <b>particularly high level of individual and small group teaching (more than 20 hours a week)</b>, which cannot be provided from the resources already delegated to the school.</i></p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>● Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> </ul>	<ul style="list-style-type: none"> <li>● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the LA web site.</li> <li>● After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Early Action Plus.</li> <li>● After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at Early Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>● Severe, complex and lifelong</li> <li>● Need more than 20 hours of support in school</li> </ul>

	<ul style="list-style-type: none"> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>• The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
<p>How will we support your child with identified special needs who are starting at Abbey Wood?</p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff.</li> <li>• If other professionals are involved, a team around the child (TAC) will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts.</li> <li>• Your child's key person will offer a home visit and also visit your child if they are attending another setting i.e. ICAN</li> <li>• We will assess the child's needs and determine if we need to arrange specialist training for the child's key person or whole staff if necessary.</li> <li>• Your child will be offered an extended settling in period, building up their time slowly to allow them to form relationships and feel safe and secure in the Centre environment.</li> <li>• If your child is attending another early years provision, we will ensure that information and strategies are shared before your child starts with us.</li> <li>• Once your child has settled, they may be offered additional hours if , in consultation with the Inclusion Manager and Head teacher, this is felt to be beneficial.</li> </ul>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• Before your child starts, please contact the Inclusion Manager if you are worried about any aspect of your child's development, before they start Nursery, or you can talk to the class team when they do the home visit.</li> <li>• Once your child has started, if you have concerns about your child's progress you should speak to your child's key person and class teacher initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager or Headteacher</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• If there are any concerns about your child's progress, these will be shared with you during a planned termly progress meeting or earlier if it is felt necessary.</li> <li>• When a key person, teacher or a parent/carer has raised concerns about your child's progress, the teacher will raise this with the Inclusion Manger and targeted strategies may be put in place.</li> <li>• Each class has an SEN team meeting termly to review the progress of individual children which is fed into a whole</li> </ul>		

	<p>school SEN staff meeting. This is another way your child may be identified as not making as much progress as they could be.</p> <ul style="list-style-type: none"> <li>• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have too</li> <li>○ To plan any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul>
<p>How is extra support allocated to children ?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Greenwich LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children in the school.</li> <li>• The Head Teacher and the Inclusion Manager discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>And decide what resources/training and support is needed.</p> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> <li>• Parents will be consulted fully about any extra support available or being allocated to their child.</li> </ul>

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Family Engagement Worker</li> <li>• Additional Speech and Language Therapy (SALT) input to provide a higher level of service to the school</li> <li>• CAMHS-Children and Adult Mental Health Service-consultations</li> <li>• Interactive Music Therapy</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> </ul>

	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> <li>• Community Nurse</li> <li>• ICAN provision for children in the term before they start nursery</li> </ul>
<p>How are the adults in school helped to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> <li>• The Inclusion Manager's job is to support the class teacher and key person in planning for children with SEN.</li> <li>• The school has regular whole school training on SEN issues such as ASD, behaviour, speech and language etc.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, and Sensory service.</li> <li>• Whole staff meetings regularly held to share strategies, knowledge and experience to ensure consistency of approach to children with SEN.</li> <li>• List of training for 2012-13 that staff have undertaken will be available on this website.</li> </ul>	
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> <li>• Class Teachers and key persons plan activities according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</li> <li>• Specially trained support staff can adapt the planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's individual learning needs.</li> </ul>	
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her key person and class teacher.</li> <li>• His/her progress is reviewed every term by their key person through observation and assessment.</li> <li>• Your child's progress is also tracked against the EYFS (Early Years Foundation Stage) framework.</li> <li>• Termly progress meetings will be held with you and your child's key person. Extra meetings will be planned as necessary.</li> <li>• The Inclusion Manager will also attend termly review meetings for some children as needed.</li> <li>• Children at Early Action Plus stage will have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made. Some children may have an IEP at the Early Action stage.</li> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education including parents/carers.</li> <li>• The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• Individual meetings can be requested by parents at any time to discuss their children's progress.</li> </ul>	

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your child's class key person and teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them both at home and school and can share what is working in both places.</li> <li>• The Inclusion Manager (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• IEP's (or PLP's) will be reviewed with your involvement each term.</li> <li>• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>• Parents/carers will be sign-posted to appropriate supportive services i.e Family Engagement Worker, Early Birds Course (ASD outreach), Consultations with CAHMS and EP Services.</li> </ul> <p><b>In addition:</b> If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.</p>
<p>How have we made this school physically accessible to children with SEN?</p>	<ul style="list-style-type: none"> <li>• Each child's needs are assessed individually and adaptations made if possible i.e. lowering tables, providing steps in classrooms.</li> <li>• The school is accessible to children with physical disability via ramps.</li> <li>• The school is on one level apart from the mezzanine level in Blue room.</li> <li>• The garden area is also accessible via ramps.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• The school has an accessible toilet.</li> <li>• Please see the Access Policy on the website.</li> </ul>

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- When your child is moving to another school:
  - We will contact the new school's Inclusion manager and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.
  - Where possible your child will visit their new school on several occasions. They may visit at different times of day, so that the school has strategies in place at times when a child may struggle.
  - In some cases staff from the new school will visit your child in this school before they start.
  - In some cases, a transition meeting will be held with all parents/carers and all professionals involved including the receiving school's SENCo to pass on information and make transition arrangements.
  - In some cases, the child's one to one support worker will accompany the child to their next school for an agreed period of time to help settle them in.