



ABBHEY WOOD NURSERY SCHOOL SPECIAL EDUCATIONAL NEEDS REPORT

Type of school	Mainstream
Maintained Nursery School with 2 year old entitlement provision	30 hours entitlement - (if parents fulfil the criteria) 15 hour funded nursery places Additional hours available (according to Greenwich Admissions Criteria)

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.

This report should be looked at, together with:

- 1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link: <http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>
- 2) The school SEND Policy.
- 3) The school Behaviour Policy.
- 4) The school Admissions Policy
- 5) The school Equal Opportunities Policy
- 6) The school accessibility plan and policy.
- 7) The school early years pupil premium policy.

		<ul style="list-style-type: none"> • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN. • Meeting termly with SENCo to discuss above issues concerning SEN. <p>Contacted via Main School Office 0208311 0619</p>
Who are the other people who can provide services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Interactive Music Making Group • Social Communication Worker
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service. • Speech and Language Therapy Core Hours (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> • Community Nursing Team • Sensory Service for children with visual or hearing needs. • Occupational Therapy. • Physiotherapy. • Professional training for school staff to deliver medical interventions
	Voluntary and Charitable agencies	None.

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?	<p>Key person/ Class teacher input via outstanding teaching providing an;</p> <ul style="list-style-type: none"> • excellent enabling environment, • differentiated activities, • targeted support for children's individual needs and interests. 	<ul style="list-style-type: none"> • Ensuring that all staff have the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • 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. • Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn. 	All children in school should be getting this as a part of excellent early years practice when needed.

	<p>1) Small group or 1:1 activities (intervention groups). These groups may be:</p> <ul style="list-style-type: none"> • Run in the classroom or in a quieter area (e.g. Sunshine Room, the sensory room or Rainbow Room) • Run by a member of the nursery staff team who has had training to run these groups. 	<ul style="list-style-type: none"> • 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. • He/ She may plan group sessions for your child with targets to help your child to make more progress. • These groups will be run by one of the staff in the school using the key person's, SENCo's or targets from outside agencies. • Some children at this stage may benefit from an episode of support from another agency e.g. SALT. This would be discussed with you first. 	<p>Stage of SEND Code of Practice: SEN support 1 - Some of the children accessing small intervention groups will have been identified by the Family Worker and class teacher or you as needing some extra support in school, after putting strategies in place at class level.</p>
	<p>2) Small group or 1:1 activities (intervention groups) with specialist advice provided by outside agencies such as Speech and Language Therapy or Occupational Therapy</p> <p>This will be for children with specific barriers to learning that cannot be overcome through targeted support by the class teacher/Family Worker and intervention groups</p>	<ul style="list-style-type: none"> • Your child will have been identified as needing more specialist support in addition to strategies listed above. This need might be identified by you, your child's Family Worker or the nursery SENCo. • You will be asked to meet with us to discuss your child's progress and help plan possible ways forward. <p>You might be asked to give your permission for the school to refer your child to specialist professionals e.g. a Speech and Language Therapist or Educational Psychologist. This will help the nursery and yourself understand</p>	<p>Stage of SEND Code of Practice: SEN Support 2 - which means your child, is identified by the class teacher/SENCo as needing some extra specialist support in nursery from professionals</p>

	<p>alone.</p>	<p>your child's particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child and make recommendations, which may include: • 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 • Support to set more specific targets using their specialist expertise • A group run by nursery staff under the guidance of that professional e.g. a sensory circuit time • A block of group or individual work with that professional • The nursery 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 	<p>outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service • Other agencies such as the Speech and Language Therapy (SALT) Service.
	<p>3) Specified individual support for your child of more than 20 hours in school. Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong and, as a guide, need more than 20 hours of support in school 	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a 'statutory assessment' of your child's need. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the Greenwich website: www.royalgreenwich.gov.uk • If this applies to your child we will have informed you and shared the process of applying with you, as you must be fully involved in the process. 	<p>Stage of SEND Code of Practice: Education Health and Care Plan (EHCP)- This means your child will have been identified as needing a particularly high</p>

			level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the nursery.
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Identifying and supporting your child's Special Educational Needs

<p>How will we support your child with identified special needs before they start at Abbey Wood Nursery School?</p>	<p>We gather information about your child in a number of ways:</p> <ul style="list-style-type: none"> • If your child has already been identified as having identified special needs, please make sure that you have put this on the application for. It will help us to plan which room we put a child into when we are doing the offers of places. • If you have any concerns about your child development, please talk to the senior leader who will be doing the registration • We will invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a Team Around the Child (TAC) meeting will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts. • Your child's class teacher will offer a Home Visit and also visit your child if they are attending another setting i.e. ICAN • We will assess the child's needs and determine if we need to arrange specialist training for the adults in the classroom or the whole staff if necessary. • 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. • If your child is attending another early year's provision, we will ensure that information and
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	<p>strategies are shared before your child starts with us.</p>
<p>How can I let the school know I am concerned about my child's development or their needs once they have joined the nursery?</p>	<ul style="list-style-type: none"> • Once your child has started, if you have concerns about your child's progress you should speak to your child's class teacher initially. • One discussion or meeting might be enough to answer your concern, or you might decide together that you want to meet more regularly to check that you are all happy with the development your child is making. • 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 SENCo or Headteacher • If you are still not happy you can speak to the school SEN Governor.
<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"> • 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. • 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. • Each class has an SEN team meeting termly to review the progress of individual children which is fed into a whole school SEN staff meeting. This is another way your child may be identified as not making as much progress as they could be. • 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"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How do we make sure your child's voice is heard when we plan for their SEND needs?</p>	<ul style="list-style-type: none"> • We take the same child-centred approach when planning for your child's special needs that we take across the whole nursery. This includes knowing and observing each child's individual strengths, each child's own preferred activities or interest and the way they express their needs. • As part of the planning process, all children's interests (including children with SEND) are followed to ensure further development of their skills and learning in all areas. • At termly review or parent meetings, your child's views are included by a combination of directly asking your child, discussions with you and observations done by the staff who work with your child. This can be about your child's likes/dislikes, preferred activities, strengths and interests.

	<ul style="list-style-type: none"> • All children in nursery are encouraged to independently make choices and decisions as part of their daily play, using choice boards if appropriate. • Where appropriate children are asked to help make decisions with the staff e.g. which fruit to buy for a snack, which resources to have for the next day.
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • At present, part of the school's delegated budget is allocated to support children with SEND. We currently buy additional support from a Social Communication Worker and make a contribution towards funding additional staff in the nursery to increase our adult to child ratio. • 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. • The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>And decide what resources/training and support is needed.</p> • For some children, additional funding can be requested from the Local Authority if it is determined at a review meeting that a child's needs would benefit from specific one to one support from an adult. This funding is only available for children with the highest and most complex needs. <p>All resources/training and support are reviewed regularly and changes made as needed. We are also committed to funding training for staff by providing training to help them meet the needs of children with SEND. (See below)</p> <ul style="list-style-type: none"> • Parents will be consulted fully about any extra support available or being allocated to their child.
<p>How are the staff in school helped to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The Head Teacher and the SENCo's job is to support the class teacher planning for children with SEND. • The school's ethos is to always look at what we could reasonably do differently or improve on, to fit the particular needs of an individual child. • The school has regular whole school training about SEND such as: Sensory Impairment; speech and language; intensive interactions; Paediatric first aid; and Behaviour management. • 'Children's meetings' are held regularly to share strategies, knowledge and experience

	<p>so that all staff have a consistent approach to working with all children.</p> <ul style="list-style-type: none"> • Staff training is offered through individual courses or as whole staff professional development days. • For a record of staff training for the 2016-17 and 2017-18 academic years, please see section on the website.
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<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"> • Interactive Music Therapy • Social Communication Worker.
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Health Visitor involvement and support. • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions e.g. EpiPen training and delivering medication for children with epilepsy.
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> • Community Nurse • ICAN provision for children in the term before they start nursery

<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • 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. • Specially trained support staff can adapt the planning to support the needs of your child where necessary.
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	<ul style="list-style-type: none"> • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's individual learning needs.
<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"> • Your child's progress is continually monitored by his/her key person and class teacher. • His/her progress is reviewed every term by their key person through observation and assessment. • Your child's progress is also tracked against the EYFS (Early Years Foundation Stage) framework. • Termly progress/review meetings will be held with you, the SENCo and your child's class teacher or key person. Extra meetings will be planned as necessary. • Children at Early Action Plus stage will have a PLP which will be reviewed with your involvement, every term and the plan for the next term made. Some children may have a PLP at the Early Action stage. • 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. • The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. • Individual meetings can be requested by parents at any time to discuss their children's progress.

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • 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. • The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • 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 SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. <p style="padding-left: 40px;">PLP's will be reviewed with your involvement each term.</p> <ul style="list-style-type: none"> • 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. • Parents/carers will be sign-posted to appropriate supportive services i.e Family Engagement Worker, Early Birds Course (ASD outreach) and Educational Psychologist Services. <p>In addition: 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"> • Environmental audits are undertaken by the sensory team and adaptations made as advised. • Each child's needs are assessed individually and adaptations made if possible i.e. lowering tables, providing steps in classrooms. • The school is accessible to children with physical disability via ramps. • The school is on one level. • The garden area is also accessible via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has an accessible toilet.

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<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>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.</p> <ul style="list-style-type: none">• When your child is moving to another school:<ul style="list-style-type: none">○ We will contact the new school's SENCo 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.
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