

Goodway Nursery School

SEND Information Report

1. Open and honest communication

Goodway Nursery School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage, where it is needed.

Your child's key person will visit you at home before they start at nursery to talk about their learning and development needs. We have an open door policy and encourage parents and carers to talk to their child's key person about any concerns, and we will share any concerns we have about your child's learning and development as soon as they arise.

2. Four Broad areas of SEND:

Our school is able to provide additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, learning difficulties, dyspraxia
- **Social, emotional and mental health difficulties**, for example, anxiety, attention deficit hyperactivity disorder (ADHD)
- **Sensory and or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, wheelchair users, cerebral palsy

3. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and baseline children on entry against the Early Years Foundation Stage. Key workers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will create an Early Years Support Plan for your child, which is created by key persons and class teachers together with the SENCO and, where needed, with relevant outside agencies. The support plan will be reviewed with the SENCO, key person, parents or carers and external professionals working with your child, each term, to evaluate the impact of the interventions and to agree a new plan.

We will share reports and aim to make sure that you understand all information presented, providing opportunities to ask questions. You will receive copies of any reports written by outside agencies.

Where specialist resources or equipment is needed we endeavour to make sure appropriate adaptations are made.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

4. Consulting and involving pupils and parents

Your child's views about their education are important. Throughout the year your child's key person will talk to them about their interests, what they are learning and their next steps. Your child will be involved in making decisions and planning their learning.

We will have an early discussion with parents, when identifying whether children need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher or key worker will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's/key worker's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teacher's, key worker's and support worker's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, where possible
- Advice from external support services, if relevant

Termly meetings take place to review your child's progress with their key person. You will be given a link to your child's Tapestry online Learning Journey where you will be able to see observations and assessments and add your own comments, photographs and observations.

All teachers, key workers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Our approach to teaching pupils with SEND

We are an inclusive school and believe that children learn best alongside their peers and with full access to the curriculum. We work closely with parents and professionals to identify each child's unique skills and needs and consider how these can be met in our learning environment. No pupil is excluded from taking part in activities because of their SEND or disability.

Teachers and key workers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Teaching is differentiated to suit each child's needs, level of development and underpins the support of children with additional needs. Different strategies are used including:

- Makaton to support communication
- Visual aids
- Pre-tutoring with language for planned activities
- Choice boards
- Visual timetables
- Sensory equipment
- Physical resources

- Social stories
- Processing times
- 1:1 work
- Support from our Inclusion Support Worker

A targeted language intervention group, supports children with language delay and a nurture group supports those with lower emotional well-being. Both groups are led by a Teaching Assistant

7. Supporting pupil's transition to primary school.

We will share information with the school, or setting the pupil is moving to. We will seek consent from parents to share SEND records for individual pupils with any new setting.

The SENCo will organise enhanced transition opportunities for both incoming and outgoing pupils with identified SEND. Examples include:

8. A partnership approach

We always include parents and carers in decisions and we ask your permission before involving outside agencies. We work closely with Educational Psychology team to identify needs and support children and parents through the process of Education Health and Care Plans and to identify appropriate Primary schools.

We have developed good relationships with our receiving schools and strong transition arrangements mean that children with SEND are well prepared for their transition to primary school through:

- Accompanied visits to new setting
- Staff from new setting invited to our setting to 'meet and greet' pupils to ensure pupils with SEND are well supported
- Child-centred transition/review meetings

We work with a variety of agencies that provide specialist services to ensure every child's needs are met. We will always talk to you if we feel that your child needs support from an outside agency and will always ask your permission to involve them. These include:

- Educational Psychologist (EP): Assesses children's needs and gives advice
- Communication & Autism Team (CAT): Supports children who have communication difficulties or are being assessed for or have a diagnosis of Autism
- Speech & Language Therapy service (SALT): Supports children with speech and language difficulties
- Child Development Centre (CDC): Supports children with physical or developmental delay who may need additional support or intervention
- Physiotherapist: Supports children affected by injury, illness or disability through movement and exercise, manual therapy and advice
- Occupational Therapy: Supports children with physical or sensory issues that impact upon their levels of independence or self-care
- City of Birmingham School outreach: Supports children with emotional, social or mental health difficulties that impact upon their behaviour at school
- Health Visitor: Supports children with medical needs, including where medication is prescribed

9. Staff training

As part of our continual professional development programme, all staff receive training in different areas of Special Educational Needs and Disability and in identifying and supporting these additional needs. We access training for particular conditions as the need arises, including medical needs. This may include the ADHD team, the Communication and Autism Team, the School Nurse etc. Staff are trained in using Makaton to support communication. All our staff have been trained in Autism level 2 or 3.

Our SENCo (Lorraine Jones) is allocated 2 days a week to manage SEND provision across the school. The SENCo provides support and advice for all staff on the individual needs of particular children in their group.

We have an assistant SENCo (Helen Cox) who supports the management of SEND provision for the 2 -3 year olds.

We have two lead practitioners for autism (Debbie Coates and Helen Cox) who are trained in best practice for children identified on the autistic spectrum. They provide support and advice and ensure that the learning environment is autism friendly.

We have an Inclusion Support worker (Emma Giles) who supports children identified with SEND.

We refer to external agencies including the Speech and Language Therapist, Communication and Autism Team and the Educational Psychology Service if further assessment and advice is required.

10. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Monitoring and reviewing the impact of interventions
- Measuring progress using the school's assessment data tracking system.
- Holding annual reviews for any pupils with Education Health Care (EHC) plans (children with significant and complex needs).

11. Support for improving emotional and social development

For children who are experiencing difficulty in this area of development, we provide support for their emotional and social development in the following ways:

- Provision of a Nurture group.
- Conflict Resolution
- Social Stories

Our Anti-bullying policy clearly documents zero tolerance to bullying.

12. Complaints about SEND provision

We and our Governing Body take complaints seriously and will act upon these on an individual basis.

Concerns about your child's SEND learning needs and/or provision in our school should be made to the class teacher or SENCo in the first instance. Tel: 0121 464 3078

If the problem cannot be resolved, we operate a complaints procedure, details of which can be found in the policies section of the website, or ask for a copy of our complaints procedure at the school office.

13. Terminology

Educational Needs Assessment & Review Service (SENAR): A panel who review the information collected from parents and professionals during Statutory Assessment and make decisions regarding the best support for your child.

Statutory Assessment: Detailed investigation to find out the nature of a child's special educational needs and disabilities and what specialist help is required. Parents and professionals working with the child contribute to this report, the Education Health and Care Plan (EHC).

Education Health and Care Plan (EHC): The legal document produced as a result of reports from parents and professionals. It sets out how a child's needs can be best supported.

Special School: Special schools cater for specific needs, such as physical disability or autism and have a huge amount of expertise to support children's individual learning needs in their specific areas. In order to access a Special School, a child needs to have an Education Health and Care Plan (EHC).

Resource Base: Some schools have a Resource Base where staff have expertise to offer additional support to children who are not yet able to access all their learning in mainstream school. Children at the Resource Base spend part of their time in the Resource Base, with the aim of integrating them into mainstream school as much as possible.

Support services that help parents with children who have Special Educational Needs

Please find below the contact details for a variety of services

Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Tel: 0121 303 5004

email: sendiass@birmingham.gov.uk

SENAR

Tel: 0121 303 1888

email: SENAR@birmingham.gov.uk

Children's Information and Advice Service (CIAS)

Tel: 0121 303 1888

Communication Autism Team

Tel: 0121 675 5057

email: a2e@birmingham.gov.uk

Children's Centre Services

Lakeside Children's Centre: 0121 386 6150

Your GP or Health Visitor will offer advice and support if you have any concerns about your child's development.

The local authority local offer

Birmingham's local SEND offer is published here: <https://www.birmingham.gov.uk/localoffer>