



Special Educational Needs and Disabilities (SEND) information

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For the purpose of this policy Guildford Nursery School will be referred to as GNS. When we say “parent” we mean “parents and carers”.

At GNS we value and celebrate the abilities and achievements of all children. Our school is for all children.

Every teacher, educator and assistant is responsible for every child including those with SEND.

We have a full-time Special Educational Needs and Disabilities Co-ordinator (SENCo): Inclusion Lead Helen Moyes (Qualified teacher QTS).

Needs

Children’s special educational needs and disabilities are generally thought of in the following four broad areas of need and support:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical needs.

Frequently asked questions

We hope the following questions and answers will help you understand how we support children with SEND at GNS.

1. *How does GNS identify and assess children with SEND?*

We identify children with SEND as those who have difficulties or needs, which are significantly greater than other children of the same age.

It is particularly important that there is no delay in making any necessary special educational provision to support children with additional needs.

We use a range of information sources to support our assessment of special educational needs:

- All children are assessed on entry and this is used as an early indication of need.

- Parental concerns on entry or pre-entry to GNS.
- Information from previous setting.
- Staff observations.
- Information from other professionals.
- Tracking children's progress over time.

GNS works very closely with a range of other agencies, as appropriate, that also provide relevant assessment information, e.g. the STIPs team (specialist teachers and educational psychology service), paediatricians, occupational therapists, physiotherapists, speech and language therapists.

The role of the SENCo (Special Education Needs Coordinator) is to support staff in the identification of children with SEND. In addition, the SENCo oversees the day-to-day implementation of GNS's policies and procedures, ensuring good liaison with parents and outside agencies.

2. *How does GNS involve parents of children with SEND in the education of their child?*

- Prior to children starting at GNS, all parents have opportunities to discuss their child's needs on occasions such as an open day, a visit to look around GNS and planned visits to GNS for the parent and child. Every child receives a home-visit from their key person.
- All parents have the opportunity to come to GNS for a variety of occasions and events.
- Parents whose children have special educational needs or disabilities are invited to review progress and plan new targets every term. Parents are invited to statutory review meetings, where relevant, which include all professionals working with the child.
- GNS operates an 'Open Door' policy so that parents can talk to staff informally on a daily basis and home/school diaries are used when necessary.

3. *What are the arrangements for consulting children with special educational needs or disabilities about, and involving them in, their nursery education?*

- When starting at GNS, parents are asked to complete an "All about me" form with their child, this reflects the voice of the parent and child, showing their interests, concerns and strengths.
- As part of the 'review' process we collect and record the views of the child at an age appropriate level within their 'Learning Journeys' shared with parents and carers. This 'Learning Journey' is a compilation of ongoing assessments carried out by a child's Key Person and is shown through photographs, observations and learning letters written to the child.

4. *How will GNS prepare and support our child when joining and when transferring to a new school?*

- Open sessions and opportunities to look around GNS with their parents.
- Prior to starting at GNS children have a home visit from their key person and are invited to a 'come and play' session at GNS with their parents.
- Parents stay with their child on the first day at GNS and we have a staggered settling in sessions, which is determined by the child's needs.
- We have specific transition meetings, which involve handing over information to staff from primary schools/other settings.
- We have visits by staff from the children's new schools to discuss each child's specific needs.
- We will accompany parents on tours to visit settings if requested.
- We take some children on transitional visits to their new school with support staff where necessary.

5. *How does GNS support our child and how will the teaching be adapted to meet their needs?*

We are committed to giving your child every opportunity to achieve. We do this by offering an exciting and varied curriculum that is differentiated by the teachers and key persons as appropriate to support the specific needs of your child.

We are a fully inclusive school that takes action to ensure that your child can access all learning opportunities.

- We will make any necessary referrals for assessment and help as appropriate.
- We will discuss any concerns with parents on a regular basis.
- We may adapt resources or staffing to meet individual needs.
- We will set appropriate targets and review these with you termly or more frequently as required.

6. *What specialist services and expertise are available at or accessed by GNS?*

- At GNS we are in the unique position to have a SENCO and professional staff (including trained teachers) who access relevant training. There is a good range of experience and knowledge within the team and staff support each other with all children.
- At times it may be necessary to consult with outside services to receive their more specialised expertise to support individual children. These can be signposted by the Surrey local offer and may include Speech and Language Therapy, Health Professionals, Occupational Therapy and Social Care.
- GNS pays for the services of an Educational Psychologist. They will observe/assess the child, followed by meeting with the parent/carer to feedback after the assessment has been completed.
- Educational Psychologists will offer advice to GNS and the parent / carer on how to best support the child in order to take their learning forward.

7. *What training have the staff supporting children with SEND had (or are having)?*

- Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children.
- Our SENCO is a teacher and therefore holds Qualified Teacher Status and offers formal and informal support to other staff within GNS.

8. *How do we know what progress our child is making and the effectiveness of the provision made for children with SEND?*

Monitoring progress is an integral part of what we do at GNS. Staff observe children daily while working with them and record significant progress or needs. Provision can be modified as needed to ensure it is offering the correct balance of support and challenge. Staff use information gathered from discussion with parents (informally and at termly meetings relating to individual support plans) and from their observations of children to make judgements about their level of development, next steps, further challenge or support needed by each child.

Children with an Education, Health and Care Plan (EHCP) have a 6-monthly review with parents and professionals to assess progress and future needs.

Information gathered is collated and fed into the data system. Through the data collected by GNS we are able to look at the progress made by all, including our SEND children and make judgements about the rate of progress.

This is monitored by staff, the Headteacher and Governors. Reviews of targets indicate the progress being made and further targets needed, these are discussed as is appropriate with parents and other professionals.

9. *What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made by GNS?*

We understand that sometimes parents may wish to discuss a concern, and our staff are willing and able to listen and resolve issues. Initially, we would ask parents to speak to their child's key person and if the matter is still unresolved, then an appointment would be made to speak to the SENCO/Head teacher. If the matter is still unresolved, then a parent would follow the procedure as set out in the complaints policy. Refer to the school's complaints policy, a copy of which is available at Reception and on the website.

10. *How will my child be included in activities outside the classroom including visits?*

- We are committed to ensuring that all children access the breadth of experiences available in GNS and beyond.
- Parents and carers are often invited to join in if they can.
- Consent is requested from parents when visits are made off the GNS site.
- A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.
- The involvement of additional adults may be necessary.
- It may be necessary to take mobility aids.
- Off-site venues are carefully chosen to ensure that all children can access the visit and benefit from it.

11. *How accessible is GNS both indoors and outdoors for children with special educational needs and disabilities?*

- All of our wonderful indoor and outdoor areas used by children are on one level and therefore fully accessible by all children.
- We have children's and adult's disabled toilets, including changing facilities. We have a sensory room at Hazel Avenue and a sensory space at York Road, which can be used on a 1:1 basis or with small groups, as well as by other professionals working with children with SEND.
- The outside areas around the school are secure.
- Visual timetables and symbols are available throughout GNS to aid communication and understanding.
- We have different sized furniture to ensure all children can access our furniture.
- All staff use consistent visuals to support children's communication and understanding.
- All staff use core Makaton signs to support children's functional language skills.

12. *How will GNS support our child's overall wellbeing?*

- The wellbeing of your child is central to the ethos of GNS, our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables GNS to provide a happy, safe and caring environment.
- Every child is assigned a key person: "The Key Person role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents". EYFS 2021.
- The emotional wellbeing of your child is extremely important to us and our staff will provide support to both you and your child.
- Additional support is offered to children with identified emotional and social development needs. This can include working in small groups on turn-taking, confidence building and raising self-esteem.

SEND children with medical needs:

- If a child has a particular medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child.
- Staff receive EpiPen / diabetes / epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Designated Nursery staff have paediatric first aid training.

13. *How are GNS's resources allocated and matched to children's special educational needs and disabilities?*

- Additional demand for children with SEND and two-year-old SEND provision is funded by application for Early Intervention Funding (EIF) and Educational Health Care Plans (EHC).

14. *How is the decision made about how much support my child will receive?*

These decisions are made in consultation with your child's key person, SENCO and Lead Professional. Decisions are based upon termly tracking of children's progress and/or a result of assessments by outside services.

15. *Local Authority Local Offer*

The local offer is available through <https://www.surreylocaloffer.org.uk>

16. *Who can I contact for further information?*

Headteacher: Sally Cave
SENCO: Helen Moyes
SEND governor: Mary Kelly
Telephone: 01483 566589
E-mail: info@guildfordnsc.surrey.sch.uk

Appendix 1

The following table identifies the types of SEND and examples of the type of provision offered at GNS:

Type of SEND for which provision is made at the school	Type of provision
<p><u>Communication and Interaction Needs</u></p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication delay and disorder • Hearing impairment and deafness • Visual impairment. 	<ul style="list-style-type: none"> • Speaking, Listening and Communication opportunities are developed across all areas of learning. • Some children have 1:1, 1:2 or small group adult support. • We use visual timetables to help children understand daily routines. • We use signing, symbols and photographs to support children who have communication needs. Adults support children in their interactions with peers by modelling and facilitating positive interactions. • We use the Early Years Speech and Language Therapy Resource Pack. • We set individual targets together with parents and other professionals involved. • We make a one page profile for children to show their needs and strengths simply. • We use specialised resources e.g. PECs, (Picture Exchange Symbols). • Use of sensory room to build attention and intent to communicate interests. • Involvement of other agencies including Educational Psychologist.
<p><u>Cognition and Learning Needs</u></p> <ul style="list-style-type: none"> • Moderate Learning Difficulties • Specific Learning Difficulties (e.g. dyslexia) 	<ul style="list-style-type: none"> • We make sure the teachers' planning includes support and challenge for all abilities. • Adults use modelling and scaffolding-adding a little more to the child's learning. • Children have additional support when part of the Named Place Funding arrangement. • Small group work- mainstream and SEND children, to meet particular needs. • Key Persons, parents and professionals set individual targets. • We set individual targets together with parents and other professionals involved. • One-page profile shows strengths and needs simply. • Specialised resources e.g. visual timetable, symbols, signs. • Involvement of other agencies including Educational Psychologist.

<p><u>Social, emotional and mental health</u></p>	<ul style="list-style-type: none"> • Whole centre policy promoting positive behaviour for all children. • Adults have consistent expectations of behaviour and boundaries set in GNS. • Some staff on both sites are trained emotional literacy support assistants (ELSAs) and are able to give additional support to children in managing their behaviour and feelings. • We use a positive behaviour management system, based on positive requests, specific praise and an emphasis on self-regulation. • We consider the needs of each individual child when responding to their needs. • We can seek support from specialist teachers. • We set individual targets together with parents and other professionals involved. • One-page profile shows strengths and needs simply. • Behaviour plans. • Use of sensory room.
<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs • Sensory defensive/ preferences. 	<ul style="list-style-type: none"> • Physical Literacy (action songs and rhymes with focus on movement). • 1:1, 1:2 or group support • Use of specialised resources e.g. walking frame, pencil grips. • Accessible environment on one level (e.g. no stairs). • Occupational therapist and Physiotherapist involvement and programmes, where appropriate. • Setting of individual targets together with parents and other professionals involved. • One-page profile shows strengths and needs simply. • Staff receive training from teachers of the deaf about the strategies used when working with hearing impaired children and how to maintain the aids used by the individual child (e.g. hearing aids, cochlear implants). • Use of sensory room to build attention and intent to communicate interests.