

GROSVENOR NURSERY SCHOOL
NEEDS SPECIFIC INFORMATION - SEND



There are 4 areas of SEND identified by the SEND Code of Practice 2015

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Grosvenor Nursery School policy for the identification of needs	Discussions with parents. EYFS baseline assessment Integrated 2 year progress check	Discussions with parents. EYFS baseline assessment Integrated 2 year progress check	Discussions with parents. EYFS baseline assessment Monitor any changes in behaviour. Integrated 2 year progress check	Discussions with parents. Standard Health tests may pick up on difficulties from birth. Integrated 2 year progress check
How Grosvenor assess whether a child/young person has a SEN	Concerns from Key Person/ Parent Observation by school SENCO ASQ assessment WellComm assessment Observation by Startwell SEND Consultant	Concerns from Key Person/ Parent Observation by school SENCO ASQ assessment Observation by Startwell SEND Consultant	Concerns from Key Person/ Parent Observation by school SENCO STAR Assessment (Setting/Trigger/Action/Response) ASQ assessment Observation by Startwell SEND Consultant	Referral through Health Route Concerns from Key Person/ Parent Observation by school SENCO ASQ assessment Advice from other professionals e.g. Sensory

			Observation from Ladywood Outreach Service	Support/ Physio/OT/ Paediatrician
Type of SEND provision made throughout Grosvenor Nursery School				
Wave 1 provision (Universal)	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Use of visual aids/modelling Visual timetables Use of symbols and signalong Structured routines Communication Friendly Spaces Adult:Child Interactions	Differentiated curriculum planning, activities, delivery and outcome Use of visual aids/modelling Visual timetables Access to multi sensory activities	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Use of visual aids/modelling Visual timetables Use of symbols and signalong Structured routines Clear nursery rules, expectations and boundaries All staff follow behaviour policy Circle Time Programme	Accessibility plan Staff training – moving and handling Use of visual aids/modelling Visual timetables Use of symbols and signalong Space within the nursery environment Set up provision areas
Wave 2 provision (Targeted Interventions)	Early Years SEN Inclusion Fund Individual Targeted Plan Referral to Speech and Language Therapy Early Help Assessment Referral to Single Point of Access for Woodbridge SEND Service	Early Years SEN Inclusion Fund Individual Targeted Plan Early Help Assessment	Early Years SEN Inclusion Fund Individual Targeted Plan Individual Key Person time Review rewards and sanctions Early Help Assessment	Early Years SEN Inclusion Fund Individual Targeted Plan Early Help Assessment
Wave 3 provision (High needs)	Early Years High Needs Base Provision (social communication/ASD) Individual Visual Timeline Objects of Reference Communication Board	Early Years High Needs Base Provision Early Years Inclusion Fund Individual Targeted Plan Advice from EP/specialist teacher	Early Years Inclusion Fund Individual Targeted Plan Individual Key Person time Attachment assessment	Early Years High Needs Base Provision Early Years Inclusion Fund Individual Targeted Plan Early Support Developmental Journal

	Early Years Inclusion Fund Individual Targeted Plan Advice from EP/specialist teacher Speech Therapy Programme Early Support Developmental Journal PODD books	Sensory Hands Programme activities Early Support Developmental Journal		
How Grosvenor evaluate the effectiveness of the provision made (Reg 3a)	Progress meetings Early Help Assessment Reviews	Progress meetings Early Help Assessment Reviews	Progress meetings Early Help Assessment Reviews	Progress meetings Early Help Assessment Reviews
How Grosvenor adapt the curriculum and school environment for pupils	Differentiated curriculum Simplified language Elklan strategies 'Total Communication' environment	Differentiated curriculum Targeted support Visual timetables	Whole school behaviour policy Reward systems in place PSED/Circle Time programmes	Staff awareness
How the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)	All children are included in all activities where possible with adaptations as needed. For a small number of children where an activity would not be suitable to their needs, then alternative more relevant activities are provided. Any trips are planned with the needs of the children at the centre of the process. Children with additional needs who attend holiday or after school clubs are given extra support with individual activities planned.			
What specialist skills/ expertise do school staff have? (Reg 5)	SENCO Elklan trained staff Communication Champion Wide range of experience of different types of SEND			
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	Social communication and Interaction Creating environments that promote positive behaviour Sensory Regulation Assessing progress for children with SEND Attention Autism & The Curiosity Programme			

What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)	Paediatric Learning Disabilities Team, Woodbridge SEND Service, Paediatrician, Educational Psychology, Health Visitors, Speech Therapy, Physiotherapy, Occupational Therapy, Sensory support, Dietician, Health Specialists for feeding, Green Fold School.
How is equipment and facilities to support pupils secured?(Reg 6)	School budget Occupational Therapy Early Years SEN Inclusion Fund (staffing and staff training) High Needs Base funding Early Years Pupil Premium (for eligible children) Disability Access Fund (for children in receipt of DLA)
How does Grosvenor Nursery School support pupils with SEN during transition? (Reg 12) How does Grosvenor Nursery School support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?	Admission to nursery school is done at a pace that is best for child after discussion with parents and support agencies. Transition visits to primary school arranged with parents and school Transition support by Woodbridge SEND Service. Meetings with parents and other agencies. Primary School staff invited in to see and talk about children and their needs. Existing strategies shared. Transition document completed and shared.