

GROSVENOR NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

What should I do if I think my child has a Special Educational Need or Disability?

If you have worries about your child's development, behaviour or learning we will always meet with you to discuss your concerns.

First of all:

- Speak to your child's Key Person or someone in school who you feel comfortable talking to.
- Our Special Educational Needs Co-ordinator (SENCO) can talk to you with the Key Person and discuss any concerns you have.
- Our SENCO can discuss any other helpful agencies with you and work with you to make a referral if you choose to do so
- Our SENCO is Mrs Sandra Dawber/ Mrs Debbie Mason
- She can be contacted at school on 01204 337343.

What is the school ethos/approach to SEN and Disability?

At Grosvenor Nursery School we strive to provide a positive, supportive and fully inclusive environment that meets the individual needs of all children.

- We ensure that all children have access to a broad and balanced curriculum.
- We provide a differentiated curriculum which suits individual children's needs.
- When children start with us we ensure that the settling in process is appropriate for their needs, We have a 'Settling In' curriculum which helps staff get to know children and for them to get to know us and the school routine.
- We ensure that all children with SEND take as full a part as possible in all school activities.
- We work very closely with parents and take the time to listen to them and consult with them on their child's needs, targets, progress, attainment and future needs.
- We work very closely with other agencies who may be involved with each child e.g. Speech and Language Therapists, Physiotherapists, Occupational Therapists and Paediatricians.
- Our staff have a wealth of experience in working with and supporting children who have a wide variety of SEND and we prioritise staff training and use of any specialist equipment that may be required.

How will I know how my child is doing in school?

At Grosvenor Nursery School we have an 'open door' policy where parents can discuss any worries or concerns with staff at any time:

- After the first few weeks of your child being in school, we will complete a baseline assessment for each child.
- Every child is continually assessed using the Early Years Foundation Stage (EYFS) outcomes document.

- The parents guide to the EYFS outcomes is called 'What to expect when?' and can be found at <https://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>
- Next steps for learning are set for all children and you will be asked to help with these at home.
- Each child has their own 'Learning Journal' where their Key Person documents their progress and these are always available for you to look at and comment in.
- Every child has an online learning journal which parents can access from home once they are registered on the 'Tapestry' system.
- If your child is working at a level below what is expected for their age we will speak to you about how we are going to support your child. We will talk to you about how we have planned for your child's learning over the next few months.
- Parents of children who come to school on School Transport will be sent a home/school diary each day in which staff will inform parents about their child's day and we hope you will write in it too and tell us what is happening at home for your child.
- Parents' Evenings are held in the Autumn and Spring Terms and a written report is produced in the Summer Term.
- For children with Early Help Assessments in place, regular meetings will be held to review their plan and targets.

What support will there be for my child's overall well-being and the development of their social and emotional skills?

We have a caring, understanding team here at Grosvenor Nursery School who look after all our children, their well-being is very important to us.

- We assess children's social and emotional skills on entry to nursery.
- We follow the Early Years Foundation Stage (EYFS) curriculum to support children's personal, social and emotional development.
- Your child will have a Key Person, who will get to know them really well and know how to help them.
- Our behaviour policy is fully understood and implemented by all staff.
- In small group 'Circle Time' we emphasise the importance of sharing and turn taking, behavioural expectations, being kind and keeping safe.
- All staff follow safeguarding procedures and receive regular training.
- Relevant staff are trained to support medical needs and administer medication.
- Staff who have received first aid training are available at all times.

How will I be involved in discussions about, planning for, and involvement in my child's education?

Our aim at Grosvenor Nursery School is that we work in close partnership with parents and carers and maintain regular and purposeful communication between school and home.

- We will talk to you regularly and hold meetings to discuss children's individual needs and progress.
- We listen to what you tell us about your child and use that information to make sure everyone understands their needs.
- We will work with you to complete an Early Help Assessment for your child, which records all their strengths and any concerns there may be in order to make a plan for appropriate support for your child to make progress.
- You will always be asked before we involve any other services in supporting your child – you know them better than anyone else.

- We use individual targeted plans which are updated in consultation with parents at least three times a year.
- We will arrange meetings with other services that are involved with your child so we can agree together next steps and if appropriate to apply for additional support from the Local Authority through the **Early Years Inclusion Fund, a place in the Early Years High Needs Base Provision or an Education, Health and Care Needs Assessment.**

Early Years Inclusion Fund

- Nursery settings can apply for funding to provide additional adult support for children with SEND in nursery.
- Applications are made using the child's Early Help Assessment and reports from at least one other agency working with the child.
- Parents consent must be in place before an application can be made.
- Applications must be made by the deadline each term.
- Applications are assessed by a panel and a level of support is determined.
- Nursery settings are accountable for how they have used the additional funding to support the child.
- Funding varies between different Local Authorities and is based on the area where the child lives.

Early Years High Needs Base Provision

- Where staff and parents feel that the child meet the criteria for High Needs Base Provision, an application can be made to Bolton Council for a place.
- Applications are made using the child's Early Help Assessment, along with an Early Years High Needs Base application form and reports from other agencies working with your child.
- Parents consent must be in place before an application can be made.
- Applications must be made by the deadline each term.
- Allocated places are reviewed on a termly basis by the panel.

Education, Health and Care Needs Assessment

- Parents or Professionals can request that the Local Authority carries out an Education, Health and Care Needs Assessment for a child.
- If an assessment is carried out, the Local Authority may determine that the child requires an Education, Health and Care Plan (EHCP)
- This plan will give details of specific support your child is entitled to receive from Education, Health and Social Care services due to their special educational needs.
- Most children are required to have significant evidence of the additional support they are accessing before they can have their needs assessed.
- Ladywood Outreach Service and Educational Psychology Services usually have to be working with the child before an assessment can take place.
- Once the Local Authority agree to assess, it will take 20 weeks for the assessment to be carried out.
- We will work closely with parents and other professionals to ensure that, where needed, the evidence is in place and an assessment request made in a timely manner.

What specialist skills/ expertise do school staff have?

Our SENCO and staff have a wide range of experience of working with children with different types of SEN, some staff have attended training specific to children's individual needs such as training for children with Autistic Spectrum Conditions and training for children with Speech and Language difficulties. We have a Communication Champion who oversees communication within the nursery and a number of staff have Etklan speech and language training.

Our SENCO has completed the Postgraduate National Award for SEN Co-ordination.

What training are the staff teaching and supporting pupils with SEN having/recently had?

In the past year, staff have attended training for:

- Social Communication and Interaction Strategies
- Augmented Language Strategies
- Signalong
- Communication Strategies (intensive interaction)

How does the school involve children in their education and decision making?

It is not always easy for very young children to express their views but we are sensitive to their individual needs, likes and dislikes and we will always take these into account. We act as an advocate for the child and ensure that everyone does their part to help them make progress. We use observation and discussions with parents to plan a child-centred approach for individual needs, each child has an individual profile which is shared with staff working with them to explain their needs, likes and dislikes and how they communicate with others.

What progress do children with SEN make at Grosvenor Nursery School?

In 2022-23, all children with SEN made progress in at least one Prime Area of Learning and the majority of children made progress in all three Prime Areas. All children left Grosvenor Nursery School with steps in place to continue to make progress at their chosen school.

How does Grosvenor Nursery School support pupils with SEN during transition?

Admission to nursery school is done at a pace that is best for child after discussion with parents and support agencies.

We have close links with the local primary schools and special schools. When children are ready to move onto school we support them through:

- Transition visits to Primary School arranged with parents and school
- Transition support by Ladywood Outreach staff.
- 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.

Who, outside of school, can I turn to for advice and support?

You can contact the following agencies or charities for information and support:

- Your child's Health Visitor
- Bolton Information Advisory Service (SEND)
Lowndes Street, Bolton, BL1 4QB
Tel: 01204 848722

- Speech and Language Therapy
Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT
Tel: 01204 462670

Where can I find information about Local Authority provision for children and young people with SEND?

The Local Authority Local Offer website www.localdirectory.bolton.gov.uk/send.aspx
Bolton Parent Carers Consortium www.boltonparents.org.uk

How should complaints regarding SEND provision be made and how will they be dealt with?

- Discussion with your child's Key Person or our school SENCO
- If this does not resolve the problem, further advice can be sought from the Headteacher, Mrs Susan Pounds
- You can also contact the Chair of Governors through the school office or in writing
- The school has a complaints procedure – a copy is available from school.
- The Local Authority Local offer will also give you further information - see the website address above.

How do I get a copy of the school SEND policy?

- The policy is available on the school website www.grosvenor.bolton.sch.uk

Who do I contact for further information?

You can speak to your child's Key Person, the school SENCo or the Headteacher at any time by contacting the school on 01204 337343 or emailing head@grosvenor.bolton.sch.uk