

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 WellComm assessment Assessment from Speech and Language Therapy Observation from Ladywood Outreach Service	Concerns from Key Person/ Parent Observation by school SENCO	Concerns from Key Person/ Parent Observation by school SENCO STAR Assessment (Setting/Trigger/Action/Response)	Referral through Health Route Concerns from Key Person/ Parent Observation by school SENCO Advice from other professionals e.g. Sensory 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	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 Inclusion Fund Individual Targeted Plan Advice from Speech Therapy Early Help Assessment	Early Years Inclusion Fund Individual Targeted Plan Early Help Assessment	Early Years Inclusion Fund Individual Targeted Plan Individual Key Person time Review rewards and sanctions Early Help Assessment	Early Years 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 Early Years Inclusion Fund Individual Targeted Plan Advice from EP/specialist teacher Speech Therapy Programme Early Support Developmental Journal	Early Years High Needs Base Provision Early Years Inclusion Fund Individual Targeted Plan Advice from EP/specialist teacher Sensory Hands Programme activities Early Support Developmental Journal	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

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	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 for example sitting to perform a nativity play, then alternative more relevant activities are provided after discussion with parents. Some children may go on trips in a small groups with a higher staff ratio at a different time to the whole school 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 SEN			
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	Moving and Handling Elklan Hickman Line Awareness Supporting children with Autism Aided Language Strategies Signalong Positive Behaviour			
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)	Learning disabilities team, Ladywood Outreach, 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 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 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.