

COLLYHURST NURSERY SCHOOL – OUR LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- ❖ If you tell us you think your child has a SEN we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has a SEN this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (what is happening and why)

How we involve pupil and their parents/carers in identifying SEN and planning to meet them

- ❖ We are child and family centred so you can expect “no decision about me without me” Parents are always involved in discussions about their child.
- ❖ When we assess SEN we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress
- ❖ Where appropriate we will write and review IPPs with pupils and parents/carers

How we adapt the curriculum so that we meet SEN

- ❖ All our staff are trained to make materials and ‘work’ easier or more challenging so that every child is able to learn at their level
- ❖ We provide a rich and challenging environment / curriculum to enable all children to learn at their level.
- ❖ All children are assigned a ‘Key Person’ to help develop their PSED skills.
- ❖ We use additional screening and intervention programmes to assess the children language e.g. we use language friendly principles, language screening (WELLCOMM)

How we modify teaching approaches

- ❖ All our staff are trained in the a variety of approaches which means we are able to adapt to a range of SEN:- specific learning difficulties: physical difficulties: Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties
- ❖ We use a number of approaches to teaching – 1-1 teaching, small group, whole class indoor and outdoor teaching
- ❖ We endeavour to attend training courses relevant to the specific needs of our children.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use the earlier age related expectations bands to assess progress that is in smaller steps and at a slower pace than the expected level.

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- ❖ We use EYFS guidelines on progress to track the progression for all children.
- ❖ We check how well a pupil understands and makes progress through daily observation.
- ❖ We regularly use staff meetings to get all teaching staff to assess observations to check our judgements are correct (moderating)
- ❖ Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?)
- ❖ For pupils with SEN teachers discuss progress with parents every term or more often if we believe this will help
- ❖ Staff see all parents daily and share information regularly.

What equipment or resources we use to give extra support

- ❖ We use continuous provision; picture timetables; support for communication and countdown timers for pupils who need it
- ❖ We use a range of software on our school computer to help pupils engage with learning they find difficult;
- ❖ We have a quiet/sensory tent for children who need a calm and quiet environment.
- ❖ We have a selection of sensory toys and equipment to support children with their individual plans and progress.

What extra support we bring in to help us meet SEN:- services; expertise

How we work together collaboratively

- ❖ We have support from specialist local authority services; RHOSEY Team, Education Psychologist, CHAMS, Community Paediatricians, Speech and Language Therapist, teachers/support staff for children with communication difficulties, hearing impairment; visual impairment; behaviour related needs support.
- ❖ We get support from speech and language therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- ❖ We get support from occupational therapy for pupils who need assessment for special seating
- ❖ We get support from physiotherapy for pupils who need it.
- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making difference, and what we need to do next. We include the pupil and the parent in these discussions

What other activities are available for pupils with SEN in addition to the curriculum

- ❖ We have educational visits. Pupils with SEND are always included in these. We choose visits that are accessible to all.
- ❖ We provide support to ensure equal access to all areas of the curriculum.

How we support pupils in their transition into our school and when they leave us

- ❖ We make arrangements for children and their parents to visit us.
- ❖ We support transition to primary school by completing transition records, meeting teachers from schools and hosting visits by teachers to nursery to meet the children.

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- ❖ Staff share information with the feeder school about progression and their personal, social, emotional, behaviour and any medical issues.

How additional funding works

- ❖ If a pupil's Education, Health and Care plan identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ In school, Nicola Burton is our designated Special Educational Needs Co-ordinator. She will follow up your concern and make sure something happens that you agree with.

Where parents/carers can get extra support

- ❖ We have a children centre on site with staff who may be able to offer advice, support and information regarding a variety of services.
- ❖ Two support services that Collyhurst nursery school and children's centre sign post to are: Talbort House and CARRITAS providing practical, emotional, financial and legal advice for parents.

What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCO or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will provide you with a contact from the Local authority.
- ❖ If your concern is with the local authority, follow a similar path. You will be provided with a named person who will log and track your complaint.
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- ❖ The Advice and Support Service provides independent information and advice.