SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES – SEND INFORMATION REPORT AND LOCAL OFFER 2023 / 2024

ROWLEY VIEW NURSERY

2023 - 2024

different help that their child is receiving due to their SEND. This extra or bespoke support can be provided through 'Early Response, SEND Support or an Education, Health and Care Plan', dependent upon the severity of the child's level of need. Once an 'Education, Health and Care Plan' application has been made, school can apply for 'Early Years Higher Level Needs Funding'. If parents are in receipt of 'Disability Living Allowance' for their children, Disability Access Fund (DAF), can be applied for by the school as a 'one off' payment of £828 per year to purchase resources or equipment to support the child's disability within school.

We can also apply for SEND Inclusion Fund. All Local Authorities are required to establish an inclusion fund in their local funding systems for 3 and 4 year olds. Walsall Local Authority has made a decision to include 2 year olds within this funding. The purpose of the funding is to support schools to address the needs of individual children with SEND. The SEND inclusion fund is for 2, 3 and 4 year olds who are accessing their early years funded entitlement. The fund is for children with lower level or emerging SEND. The SENDco and Inclusion Leader will be responsible for deciding which applications will be made for this fund.

The 'Graduated Response' to Special Educational Needs and Disabilities does not imply that interventions are a set of hurdles to be crossed before a request for an 'Education and Care Plan' can be can be made, rather the interventions are part of a cycle of planning, action and review to enable all children in our school to learn, progress and achieve.

Who are the other people providing services to children with Special Educational Needs and Disabilities in our school?

Our SENDco and Inclusion Leader, lead a team of experienced support staff who are all trained to support children with a wide range of educational, social, developmental and emotional needs. The school has a dedicated sensory room, 'The Hub' where the team undertake small group work or higher level support, as appropriate, to meet the needs of children with SEND. We have a Speech and Language Therapist who liaises with us on a termly basis and also works in school as and when necessary. We have a dedicated Early Years SEND Advisory Teacher, who visit regularly to observe and assess children and to offer advice and support for home and school. We also have access to other services to support children with a range of difficulties including Occupational Therapy. We also work closely with local Health Visitors. As part of the Early Health Care Assessment an Educational Phycologist will liaise with the child's family and key staff at school.

How are the practitioners in school trained to work with children with Special Educational Needs and Disabilities and what training do they have?

All our staff are trained in a variety of approaches allowing us to be able to adapt to a range of SEND; for example, Autistic Spectrum Disorder, speech, language and communication needs and behavioural, social and emotional difficulties. Our staff are trained and able to use 'Makaton' signs and Aided Language Displays. Training needs are very much dependent on the current cohort of children and may be identified following initial home visits, may link to our annual school development plan and / or be raised during appraisal meetings. We use a number of teaching methods that are adapted to the needs of both groups and individual children, including objects of reference, intensive interaction and individual workstation tasks. We are an inclusive school. Staff adapt their teaching constantly in order to cater for the children's needs, planning individual timetables and providing higher level of support as and when appropriate. Staff use 'Wellcomm' initial screening tool, to identify the levels of support needed for those children who demonstrate language and communication issues. We also use visual timelines and 'now and next' boards, to help children understand the activity or part of the day which is coming next.

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How will the early year's provision be adapted for my child with Special Educational Needs and Disabilities?

Where a child has SEND which prevents or hinders them from accessing the educational facilities provided for children of the same age, appropriate adjustments would be made to support this.

How will school review my child's development?

When a key worker, teacher or a parent/carer has raised concerns about a child's progress, targeted strategies may be put in place. Your child may be placed on our 'Inclusion Register' and given an individual plan. Parents / carers will then be invited to attend half termly meetings to review their child's progress, with the outcomes of the meeting being shared with key staff. Children identified with delay in their development are assessed using the EYSEND Assessment Tool, 'Steps to success' every half term. This identifies progress and supports target setting to promote progress in their development. All discussions with staff are conducive to supporting children's individual needs and will be shared with parents / carers. We will listen to all concerns and plan any additional support your child may need. We will also discuss any referrals to outside professionals with parents / carers which support the child's learning.

What support do you offer a parent whose child has Special Educational Needs and Disabilities?

Our inclusive philosophy aims to support the parents /carers of those children with SEND to ensure that the child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views and opinions and we value all contributions. Working in partnership with families is of paramount importance to us and impacts on our success. Our Inclusion Leader will also provide parents with a wide range of information regarding the groups available to support the specific needs of the child and welcomes parents/ carers into school to discuss their needs. We also offer parents an opportunity to join us for 'SEND Family Learning Sessions'.

How accessible is our environment for your child?

It is our intention to make school accessible to all children and families and we will consult widely with families about individual access requirements. If you have a specific need, we will do our best to accommodate you. Facilities offered include: -

- Single storey building
- Extra wide doors for wheelchair access
- Disabled parking spaces
- Disabled toilet
- Height adjustable changing bed

We have an Accessibility Plan in place, should you wish to view it.

How will children with SEND engage in activities with those children who do not have SEND?

All activities will be carefully selected to ensure that no child is excluded due to their SEND. For example, all children will have access to, and participate in, Forest School Activities throughout the year. This will be facilitated through high levels of support and thorough risk assessment.

How will we support your child when they join our school and when they move to their next school?

Children who join our school are welcomed into our community with an initial home-visit by their key worker; following an induction meeting held in school. Our Local Authority provides an Early Years Advisory Team who supports the transition of children with SEND into Nursery School from other pre-school settings or groups. Transition to Reception is supported through meetings, information leaflets and visits. Children with SEND are offered additional visits to their new schools. We liaise closely with feeder schools to ensure transition is as smooth as possible. Children with SEND will also have individual transition plans, which is written in

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At Rowley View Nursery School, we are committed to working in partnership with all our children and families in order to make a difference to the outcomes of our children's Early Year's Education. As Early Years Experts, we strive to maximise personal well-being, development, progress and attainment for every child.

We are a mainstream school who believes that: -

'Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work.'

In order to do this many steps are taken to support all children throughout their learning journey. There are occasions when further additional support may be needed to help some children achieve their targets.

This document outlines the provision and support we offer to our children and families where a child is identified as having additional learning needs.

Our Aim: -

'On our journey, we play and discover together to become': -

Resilient
Outstanding
Wise
Life-long learners in our
Early
Years

During your child's time at our school, we will provide care and education based on our shared core values. We are proud to be a: -

- **Caring**
- **Family-orientated**
- **Humorous**
- **Honest**
- **Organised**
- **Respectful**
- **Trustworthy**
- **Team** of committed practitioners who strive to
- **Make a difference** to the 'Early Years Education' of your child

Nominated Governor for SEND	Julie Jasper
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Who are the best people to talk to in school about my child's Special Educational Needs and Disabilities?
If you have concerns regarding your child's progress or think your child may have special educational needs and / or disability (SEND), please speak with your child's key worker or the Inclusion Leader, Marie Wilkes. Our named SENDco is Ian Morris.
How can I let school know if I am concerned about my child's progress?
If you have any concerns about your child's progress, please discuss this with your child's teacher by telephoning the school. We will arrange a suitable time that suits yourself and the teaching commitments of staff. If you have immediate concerns, you can ask to speak to your child's key worker or the Inclusion Leader before your child's first consultation meeting and a separate time will be arranged.
How does school identify 'SEND' and how are parents /carers informed?
Early identification of SEND is vital; however, it is also important to understand that all children learn at different rates and in different ways. Our staff have an excellent understanding of child development and are experienced with observing children and sharing any concerns regarding SEND. If children join our school with identified SEND, we will work in partnership with the 'Early Years SEN Team' and other outside agencies to support their needs. If staff have any concerns about a child's progress, they will be shared during a planned termly progress meeting, or earlier if necessary. When we assess SEND, we will discuss your child's understanding and behaviour both at school and at home and take this into account to ensure there is a consistent approach between home and school; at this point we may complete an 'Initial Concern' which will be shared with parents / carers. We will observe your child's learning characteristics and how they cope within our learning environment. Assessments are carried out on the children continuously throughout the year and gathered together and analysed three times a year to ensure every child is making the best possible progress. We also have a dedicated SEND Advisory Teacher and a Speech and Language Therapist, who visit our school regularly to observe and assess children and offer advice and support to both home and school. If your child is identified as having SEND, he / she will be included on our 'Inclusion Register'.
What are the different types of support available for children with Special Educational Needs and Disabilities in our school?
Every child here accesses a child-centred curriculum which is suited to their individual development needs. Provision for those children needing extra support will be provided for in a range of different ways. 'Attachment' is very important within Early Years and all staff strive to achieve a strong attachment with children quickly and securely. We use work-stations, picture and symbol timetables, Aided Language Display and specialised equipment for those children who need it. We seek advice from outside agencies as and when the need arises, such as specialist equipment or adjustments to our building. We use key-rings containing 'Makaton' signs to aid children who may have communication difficulties and 'emotion cards' so that children can communicate how they are feeling. We will provide your child with bespoke resources to support their specific learning targets and needs and to reflect the learning undertaken by their peers. We seek advice and equipment from outside agencies as and when the need arises. Our new sensory room, The Hub, provides a safe and supportive environment, centred on focused interventions for children with social, emotional, communication and physical disabilities to help prevent any barriers to their learning.
How do you decide how much support my child needs?
We use the 'Graduated Response' model to decide how much support a child needs; this recognises that all children learn in different ways and can have different types and levels of SEND. This model provides graduated, step-by-step support and expertise which can be bought in to help the school support the difficulties a child may be experiencing. Parents/ carers will be kept informed by staff regarding any extra or

collaboration with: -

- Our staff
- The child's parents / carers
- Those professionals already familiar with the needs of the child
- Staff from the feeder school

Where can you find further information and support?

The 'Walsall Parent Partnership Service' now known as the 'Information, Advice and Support Service (SEND)' offers advice and support to parents of children with SEND; the telephone number is 01922 650330. Our SENDco and Inclusion Leader will provide information regarding a range of support groups, as appropriate, for the specific needs of your child. Please feel free to come into school and discuss any needs. We also have close links with The Early Years Inclusion Team and Speech and Language Team.

What can you do if you feel your child's needs are not being met?

We operate an 'open door' policy with the first point of contact being your child's Key Worker, who is always available at the beginning and end of each session. In addition, our Inclusion Leader is here to listen to your concerns. If you are not satisfied that your concern has been addressed, then you may speak to the Interim Head Teacher. If she cannot resolve your issue, then you may contact the school governors. The Governor responsible for SEND is Julie Jasper, who may be contacted through the school office. If your concern is with the Local Authority, follow a similar path. The person will log and track your complaint. The Local Authority has a multi-agency panel who will consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the Local Authority that you are happy with, a contact number will be given upon request. Alternatively, the Information and support service for SEND (01922 650330) will provide independent information and advice.

What support is available from Walsall Local Authority?

It is the responsibility of each local authority to publish a 'Local Offer'. As a school we adhere to Walsall SEND Local Offer. To view the Local Offer please follow the link below: -
http://www.mywalsall.org/fis/walsall-send-local-offer/