

## **Local Offer - February 2020**

**Windsor Nursery School**  
**Parkfield Road, Wolverhampton. WV4 6EL**  
**01902 558128**

Head Teacher - Claire Foster

Deputy Head Teacher/ SENCO - Jill Watts

Governing Board – Chair – SEND link governor Naseem Amalsadi

### **How are children's special educational needs identified?**

At Windsor Nursery School we believe in equality, access and inclusion for all individuals

We operate an open door policy - Partnership with parents/carers from the beginning. From the first home visit a professional and supportive relationship is established with parents

Parents/carers are recognised as the child's first and most enduring educator and share in this process by discussing their child's development with the child's key person during admission through the settling in process – each child has an individual process tailored to them and their parents needs and this bespoke approach continues throughout their time at Windsor

Each practitioner participates in the Nursery's record keeping and assessment systems. Initial assessments are made by key person as entry data and parents/carers are invited to contribute their knowledge and observation of their child in partnership with their key person & SENCO and this data is discussed as a wider team with head/deputy. The progress of all children is carefully monitored. Significant needs are identified as early as possible – developmental delay/disability/ gifted and talented

When a practitioner is concerned about the progress of an individual child, the SENCO will be consulted. Reflection and collaboration is a major element in pedagogy of the setting so all practitioners will be alerted to individual needs.

The child's progress and the area of development that is causing concern will be shared and discussed with the child's parents/carers and ongoing evidence will be collected through:

- Record keeping
- Observation
- Consultation with parents
- Learning Journeys

Subsequent termly assessments are made

### **How will I be informed my child has SEN if I don't communicate in English?**

We have staff who speak some home languages, we also use sparingly apps such as Google translate

### **How would my child's SEN be assessed and progress measured and evaluated?**

Each child is **assessed** throughout their time at Windsor using the best fit age band descriptors from the EYFS by their key person. This process is ongoing (formative). Summative evidence records and the targets set for each child can be seen on their whole child developmental records within their learning journeys

If a child is not performing developmentally appropriately we will initially discuss with parents and with their agreement we will look into the reasons for this and with parental permission may call on specialist advisors as required for more **detailed assessment**

Planned action will then be taken with advice from specialists if necessary to create and agree SEN support plan with **SMART** targets, the conditions required and specific strategies that are needed and agree review dates. **Progress** of children against the set SEN support plan with SMART targets will be carried out within agreed time scale.

Where appropriate, support is requested from relevant outside agencies. When outside agencies are involved close liaison is maintained and parents are kept informed. This is viewed as a strong partnership to surround and support the child.

Staff **measure progress** each term by daily observation and assessments and report to families the progress that their child is making in order that next steps can be planned for them.

Staff meet with their line manager weekly and in detail two times a year through supervisions to **evaluate** the progress of each of their key children

### **How would my child's needs be monitored and reviewed and how often will this happen?**

Children with identified needs will be monitored weekly by key person/ person working on targets and then this information is fed back termly in discussion with parents/carers usually in a review meeting. New targets will be set by parents/carers, key persons and services working with the child

### **What happens if/when.....**

My child is **not achieving** targets set? Targets will be reviewed and discussed to see if there is a reason there has been no progress. An additional review meeting may be held before next review if felt required by any party. Further advice will be sought by the SENCO from specialist services. The Head teacher and/or the SENCO will liaise with the parents/carers to inform them of the concerns and the action being taken to support the child. Parental views are sought and suggestions made for ways of helping the child at home. The SEN support plan is completed with SMART targets, home action and a review date

My child **is achieving** targets set?

New more challenging targets will be set and review agreed

My child is **exceeding targets** set?

Child may be reduced to monitoring within normal learning opportunities and reviewed within 6 weeks to ensure progress is maintained

### **How will my child's needs be supported?**

#### **To provide curriculum access and inclusion we:**

- Teach SEN pupils within their social group
- Ensure that all children with a special need join in the play activities of the nursery unless a health and safety issue risk assessment high rating prevents this
- Ensure that an appropriately differentiated curriculum is offered to all pupils in accordance with our curriculum policy, to include:- the provision of communication systems eg Makaton, objects of reference, symbols, sensory resources, mechanical aids to support learning if needed; adaptation of materials/ resources to meet individual needs
- Provide an SEN support plan with appropriate SMART targets

### **How can I be involved in this support?**

#### **Partnership with Parents/Carers**

- We ensure that all parents are aware of the nursery's arrangements for SEN, through discussions with new parents on entry, through regular meetings and through consultations as the needs arise.
- Regular, informal conversations are held with parents to tell them of daily occurrences and to build mutual trust. A formal meeting is requested if there is a need to express concerns and set targets.
- Regular consultations are held to discuss the child's needs and approaches to addressing them. Targets, strategies to be used in school, suggestions for parental/home support will be discussed and a review date organised.
- Parent Partnership information will be shared with all parents of children with a special need.
- Valuing the parents' wishes for the child is paramount unless they are directly

contradictory to the advice of other experts. In such circumstances the nursery would work to achieve a compromise position acceptable to all.

### **What opportunities are there for me as a parent/carer for training and support?**

Ongoing daily contact with key person

Team Around the Child meetings as appropriate

Through Parent Partnership – information available at - [www.wolvesiass.org](http://www.wolvesiass.org)

### **How do I raise a concern?**

Initially discuss with your child's key person,

then ask to see SENCO or Head teacher,

then ask to see the chair of the Governing body or the member of the Governing Board with responsibility for SEND

### **School curriculum offer & organisation**

It is the aim of the nursery that each child should reach his/her full potential in a positive, caring and supportive environment, which provides equality of opportunity. We recognise that all pupils have individual needs, enthusiasms and motivations. Each child in the nursery is treated as an individual and all activities are differentiated by delivery, resources or outcome to match their abilities and to help them to succeed. Our curriculum reflects the EYFS and further details are available in our Teaching and Learning policy

Our core staffing is enhanced by additional staff members and time, to reflect the needs of the current children. Our aim is to fully utilise any elements of our curriculum offer to support an individual special need eg this might include a child going to Forest School or specific sensory sessions where enhanced staffing may be required

Differentiated curriculum is organised and offered to all children (refer to Teaching and Learning policy)

The provision of mechanical aids/adaptations to meet needs/provision of additional support staff will be considered on an individual needs basis

### **Governor involvement in terms of curriculum provision**

We have a link governor for SEND – Naseem Amalsadi. Her role is to ensure there is a policy for SEND in place and to offer challenge to the way children with SEND are supported at Windsor. She attends termly meeting with

the Head Teacher and offers challenge. Minutes of these meetings are shared at Full Governors Meetings

### **Staff expertise and professional development/training of staff.**

Within the 3-4's provision all key person staff are level 4 qualified with a wide range of experience and expertise in working with children with SEND. The staff members contributing to the enhanced staffing offer are all experienced in working with children with severe developmental delays and SEND. The 2-3's provision reflects the pattern of the provision in nursery school. Within the 2-3's provision the staff qualifications are within the range NVQ 2-7.

They work as cohesive team to support and meet the needs of children with SEND

All staff are fully conversant with the EYFS and requirements for children with SEND. They all receive in house training in the effective development of personal, social and emotional development, communication and physical/ sensory development

Specific staff are qualified to level 3 Speech and Language Support for under 5's provided by ELKLAN through The Open College Network

Specific staff have particular expertise in strategies to support behaviour management, physical development, occupational therapy strategies such as Cool Kids and sensory development approaches

Senior staff are competent to undertake the necessary paperwork and meetings for initial EHCP process and to support the review of the EHCP as required

### **Details of the types of special educational needs catered for**

Children with communication delay and mild learning delay.

We also have a resource base for 10 children (5am/5pm) called Inclusion Plus for children with complex needs. Places in this provision are managed by the Special Needs Early Years Service

### **The care of children**

The nature of the set-up of Windsor Nursery School enables us to provide a strong supportive system for all children and families. All children and parents are known personally by all key staff, head and deputy head teacher.

### **How parents and carers/ children and young people can raise any concerns they may have about progress, or request for additional support.**

Initially speak to the key person who can then arrange for a discussion with SENCO/HT

The relationship developed between key person and child is vital in enabling each child's voice and views to be heard on an ongoing basis and for consultation about specific aspects of school life

### **Strategies available to support regular attendance, including what support is available.**

Parents are informed that attendance forms part of our safeguarding procedures and is also essential for ensuring the best possible outcomes at the home visit. All attendance is monitored and detailed reports are analysed termly. We ask all parents to inform us of the reason for absence and this is noted in the absence record.

Children on Child protection/ Child in need and LAC are telephoned on the day of their first absence. Children with identified low attendance are monitored daily and a telephone call is made within 2 days of absence. Parents of children who start to show a pattern to their absences are invited to discuss with the team how to improve the situation.

### **Strategies available to support good behaviour, including what support is available**

Following behaviour strategies within Behaviour policy. Staff in 3-4's provision have a significant level of expertise and experience of supporting children's development of self-regulation, attachments and sensory needs and are always ready to support parents who may need help

### **Access activities out of the classroom and support available**

Parents are always invited on school trips. If access is anticipated as a specific possible challenge, then parents will be consulted in order to ensure a positive experience

### **The transition procedures and arrangements**

Liaison with settings in and out

- We make every effort to contact previous settings or referrers for discussion of children with SEN before they enter the nursery
- We have meetings with all practitioners to ensure that any child entering the nursery who is known to have special needs is able to have those needs met as fully as possible
- We contact receiving schools for all our children in order to ensure the process of transition is smooth and that with parental agreement all relevant information is passed on.
- If we can provide support to continue a child's development, we are available for consultation by receiving schools at any point after a child has transferred.

### **Medical and personal care procedures.**

We have experience of working with children with some medical needs. We will consult with the local authority to ensure we are able to meet the level of support required.

Care will be taken to plan carefully for any medical or specific care needs on an individual basis. An emphasis will be placed on accessing the required staff training and working to ensure a high quality of experience and dignity for each child. Care will be taken to ensure a planned approach to managing fire/emergency exiting procedures through use of a PEEP which will be put in place if a child's needs require this

## **Equipment & Resources**

### **Specialist staff working within the school and qualifications.**

Please refer to Curriculum access section for staffing details

### **Services the school accesses, including other educational establishments, health and social care services.**

The following agencies are available for advice and support to staff and parents

- Early Years Special Needs Support Team
- Educational Psychologist – when child is being put forward for an Educational Healthcare Plan
- Speech and Language Therapy Service
- Support Team for the Visually Impaired
- Support Team for the Hearing Impaired
- The Health Visitor
- Physiotherapists
- Occupational Therapists
- Paediatricians – The Gem Centre
- The Multiagency Safeguarding Hub
- Parent Partnership

### **School access arrangements.**

A modern purpose built nursery environment for children and their families - Fully accessible with wheelchair or walking frame.  
There is designated reserved parking