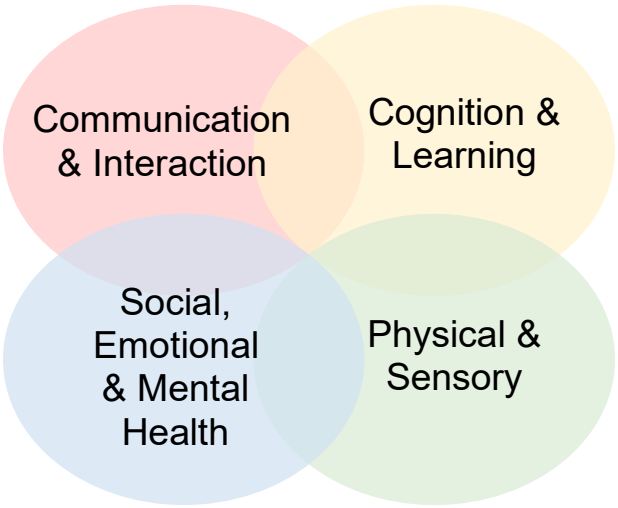
Earlham
Nursery
School

Special Educational Needs and Disabilities (SEND) School Information Report, School Based Local Offer and Provision Map

Approved by:	**Mrs Jade Hunter – Executive Headteacher**
Date:	
Next review due by:	

1. What are the areas of SEND that are supported at Earlham Nursery school?



We provide support for all 4 areas of need as identified and described in the Special educational needs and disability code of practice: 0 to 25 years A child who requires SEND support will have needs that fall into one or more of these categories.

2. How we identify SEND at Earlham Nursery School

Each pupil's current needs will be assessed at the start of the academic year (or on entry if mid year). Class teachers or room leaders will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

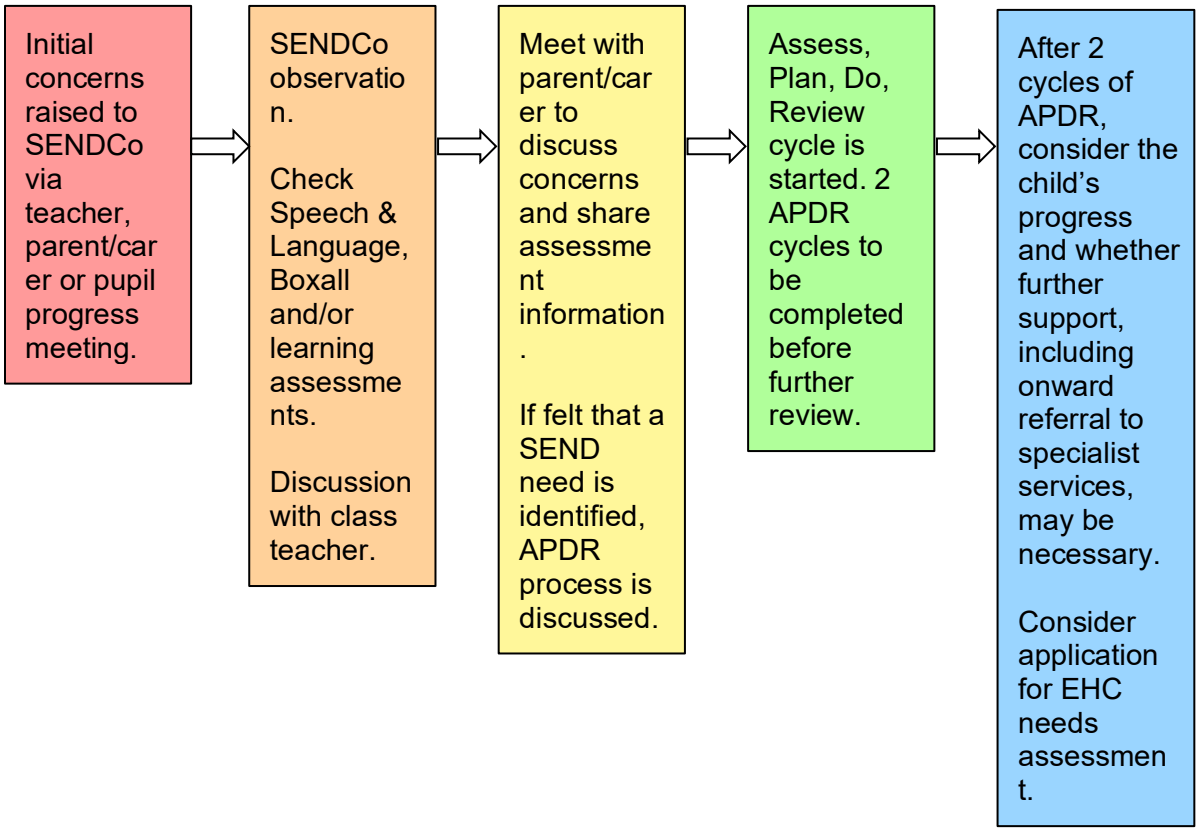
This may include progress in areas other than attainment, for example, social and emotional needs, physical development, or health needs.

Slow progress or low attainment will not automatically mean a pupil is recorded as having SEND. There are many strategies and things that can support a pupil which can be implemented as part of quality first teaching, which is provided for all our pupils on a daily basis and will address the majority of our pupils' needs.

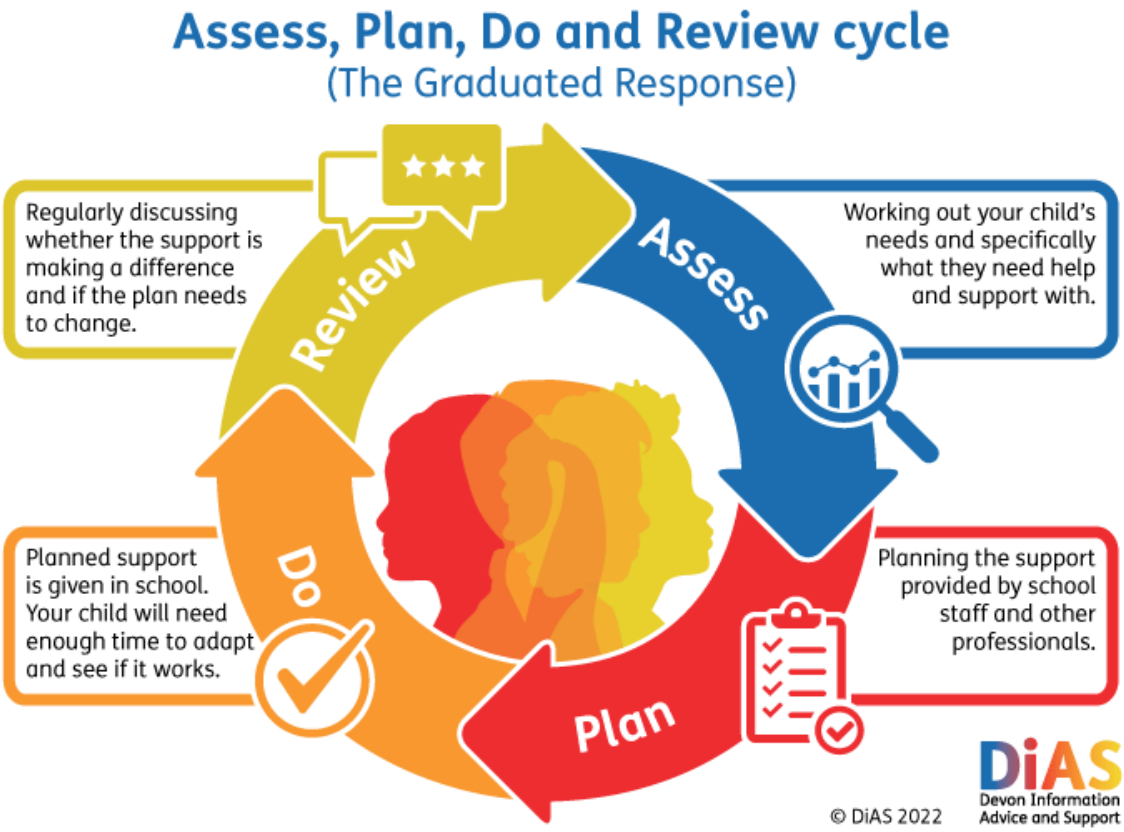
We have a range of assessment tools available within Earlham Nursery School that we can employ to support the identification of SEND. These include:

- NAPS - Norfolk Assessment Pathway
- Boxall Profile
- WellComm Speech and Language Screening
- AET Autism Education Progression Framework

Process of identifying SEND at Earlham Nursery School



3. **How do we assess and review effective provision for and progress of children with SEND?**



Each pupil with SEND is identified as requiring support or provision that is additional to or different from that made generally for other children of the same age. The Graduated approach to SEND support is used by teachers to set targets for children and monitor progress through the year. The Graduated approach has four stages of action:

Step 1: Assess

A pupil's needs are identified so that the right support is given. The assessment may include:

- Asking parents and the pupil (if appropriate) for their views
- Undertaking assessments and tracking progress
- Talking to professionals who work with the child

Step 2: Plan

- School and parents agree on the outcomes that the support is intended to achieve
- The plan and targets will be written down on our SEN Support Plan. This is so that everyone is clear what different, additional support is going to be put in place

Step 3: Do

- The planned support is put in place

- The teacher/room leader or key worker remains responsible for working with the child daily
- Everyone involved working with the child or young person will work closely together

Step 4: Review

- Support is reviewed throughout each term and formally at the end of the term
- Everyone who is involved in the process should decide together:
    - Whether the support is having a positive impact
    - Whether the outcomes have been, or are being, achieved
    - Whether new outcomes need to be identified
    - Whether the support needs to continue or different support needs to be tried

This cycle will then be repeated with new targets to build on any progress made. After review, if there are concerns that this process isn't supporting the child and expected progress isn't being made, there may be conversations about involving specialists in your child's area of need. These conversations will always involve the parents/carers from an early stage.

Where specialist support is needed we can access external services such as:

- EPSS - Core Consultation
- SOAS – The Specialist Outreach Advisory Service
- NHS Speech and Language Therapy Service
- SEN and Inclusion Team
- Early Childhood and Family Services
- Just One Number / Just One Norfolk: Children and Young People's Health Services
- Children with Disabilities Team
- NANSA

4. Our School Provision Map

This is our provision map but please be aware that this reflects the needs of our current children. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.

Wave 1	Wave 2	Wave 3
Quality first teaching is provided for all our pupils on a daily basis and will address the majority of our pupils needs.	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions.	This is targeted and personalised Quality first teaching for children with SEND who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.
Communication & Interaction		
Wave 1	**Wave 2**	**Wave 3**
- Differentiated curriculum, planning, delivery, success criteria and outcomes - Structured school and classroom routines - Visual timetables - Talking partners - Individual speech and language targets for work in class - WellComm assessments - Increased visual support including 'Now and Next' boards and Core Boards - Modelling, repetition and extension of child's utterances - Listening and attention skills 'Box Time' - Word Aware approach - "Teaching children to listen" activities	- Early Talk Boost groups - WellComm Language small groups - Listening & attention groups – 'Box Time' for specific curriculum areas	- Augmentative and Alternative Communication (AAC) Support, including Core Boards for parents - Contribution to multi agency meetings including in depth reports to paediatricians and NHS SALT team - Assessment and therapy from Cambridgeshire Community Speech and Language team - EHCP application where necessary

Cognition & Learning		
Wave 1	**Wave 2**	**Wave 3**
- Adaptive curriculum, planning, delivery, success criteria and outcomes - Visual timetables - Word and phonics mats - Focused group work with class teacher - Small group support from a Key worker or staff member	- 1:1 intervention work - Additional reading with a volunteer or staff member - Word banks - Working memory support	- Educational psychologist services, assessment and advice - School2School support - EHCP application where necessary
Social, Emotional & Mental Health		
Wave 1	**Wave 2**	**Wave 3**
- Our PSHE/RHE & PSED curriculum and policy underpins our whole school ethos. - Nurture principles - Whole school behaviour policy based upon restorative approach to behaviour - Whole class rules - Circle time - Class reward systems - Zones of Regulation area in each classroom and supported through whole class teaching - Restorative approaches for family - Boxall profile assessment	- Three houses/wishes and feelings - Family support worker on-site - Boxall assessment - group planning on common themes - Nurture UK support advice on planning provision for children with SEMH needs - Zones of Regulation individual toolkits	- Educational psychology services, assessment and advice - Boxall assessment - individual planning. - School2School support - Individual support packages with pupil support services including anger management, social skills - Individual reward systems - Social stories - Involvement of CAMHS and other mental health services - Adapted timetable for individual children - 1:1 ELSA sessions - Collaboration with Health Visitor (for children under 5 years old) - Inclusion team individual support - observation, advice and planning. - EHCP application where necessary

Physical & Sensory		
Wave 1	**Wave 2**	**Wave 3**
- Flexible teaching arrangements - Staff aware of physical implications of physical impairment - Sensory equipment such as textural resources, sensory tents, balance equipment, wobble cushions, ear defenders - Wide range of apparatus and large outdoor equipment to encourage physical development - Access to equipment e.g pencil grips, adapted scissors - Access to adapted cutlery in dining room if needed	- Access to equipment e.g pencil grips, adapted scissors - Access to adapted cutlery in dining hall if needed - Adapted menu for children with eating difficulties - Eating and drinking assessment through CCS	- School2School support - Advice/equipment/training from sensory support team - Advice/equipment/training from access through technology team - Support from Occupational Therapy services and Physiotherapy services - School nursing team support - Specialist eating and drinking advice from CCS - Individually sourced sensory resources to be used within provision e.g. Chewlery, elasticated bands around chair legs, weighted suitcases to pull along - EHCP application where necessary

5. Staff Training

At school we value the importance of CPD to ensure effective practice. Our staff have completed training in the following areas:

- INDES and SEND funding
- SENCo Network meetings
- Safeguarding annual update
- Norfolk Steps
- SEND training on SEN Support Plans
- Allergy Training – Benedict's Law
- Trauma Response

6. Preparing for the Next Step

Transition is a part of life for all learners. This could be to a new class in school, having a new teacher, or moving on to another school. Earlham Nursery School is committed to working in partnership with children, families and other providers to ensure positive transitions. Planning for transition is a part of our provision for all learners with SEND, including children with EHCPs. We work closely with onward schools to ensure there is a thorough handover of all relevant information including successful strategies, known triggers/barriers to learning and all relevant documentation. We facilitate a bespoke transition plan for children who need an approach tailored to meet their needs. We also organise

meetings between the next school and parents to ensure their questions are answered and they are able to discuss their child with staff who will be supporting their child.

7. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

- Executive Head Teacher - Jade Hunter
- Executive Deputy Head Teacher and SENDCo - Rachael Finney
- Deputy SENDCo – Kez Tidy

They are responsible for:

- Coordinating support for children with special educational needs and/or disabilities (SEND), and developing the school's SEND Policy to ensure all children receive a consistent, high quality response to meeting their needs in school and removing barriers to learning.
- Updating the school's SEND register, termly.
- Providing specialist support for staff in the school so they can help every child to achieve their potential.
- Supporting class teachers to write SEN targets through the graduated approach.
- Organising and facilitating training for staff so they are confident in meeting a range of needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be interventions, additional support, adapting resources) and discussing amendments as necessary.
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned interventions and meeting the child's targets.
- Ensuring that parents are:
    - involved in supporting your child's learning
    - kept informed about the support your child is receiving
    - involved in reviewing their progress
    - part of planning for their future education.
- Liaising with other professionals who may be coming into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.