



## The Orchard Nursery

### **SEND INFORMATION REPORT**

At The Orchard Nursery, we are committed to the equal inclusion of all pupils in all areas of nursery life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our nursery provides a broad and balanced curriculum for all children. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

#### **Principles**

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

#### [SEND Code of Practice](#)

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

#### **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Nurseries and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in Nursery.

SEN could mean that a child has difficulties with:

- all of the activities on offer in Nursery

- understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in nursery
- organising themselves; or
- some kind of sensory or physical needs which may affect them in nursery.

### **The Special Educational Needs Co-ordinator (SENDCO)**

The SENDCO is – Jo Martin

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENDCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCO plays an important role with the staff and Plymouth CAST in determining the strategic development of SEN policy and provision in the nursery in order to raise the achievement of children with SEN.

### **Support for SEND**

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Practitioners take account of this by looking carefully at how they organise the routine of the day, the learning environment, activities and materials they give to each child and the way that they teach. This is so that all practitioners consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as adapting the curriculum.

Children making slower progress or having particular difficulties in one area may be given extra help or different approaches in order to help them succeed, and this may include other kinds of support.

We do not assume, just because a child is making slower progress than expected or the practitioners are providing different support, help or activities in class, that the child has SEN.

Children with special educational needs should have access to the EYFS curriculum by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the nursery with the difficulties that a child may have. We will discuss with parents as soon as we identify that a child may need extra or different help because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like visual prompts, sensory

aids or ipads. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEN will be in the nursery environment, sometimes with the help of other adults and occasionally with outside specialists.

We may use strategies within the setting to help support children with SEN such as:

**PEIC-D** – Developing early interaction skills such as imitation, turn-taking and interaction

**PECS** – Is a communication system for learners of all ages who have various cognitive, physical and communication challenges. Specific prompting and reinforcement strategies are encouraged that will lead to independent communication.

**Makaton** - Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate.

**Attention Autism** - Attention Autism is an approach to support young people with Autism. It was designed by. Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

### **Parents – what to do if you have concerns/worries**

If you think your child may have a special educational need that has not been identified, you should talk to the SENDCO, manager, or your child's key worker straightaway.

You will be able to talk over your concerns and find out what the nursery thinks. The SENDCO will be able to explain what happens next.

Working together with the SENDCO and Key worker will often help to sort out worries and problems. The closer you work with your child's Key worker, the more successful any help for your child can be.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's keyworker or manager or any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the [Family Information Directory and SEND Local Offer](#)

**Dingley's Promise** – This is a charity who offer a variety of support to all families with children aged 0-5 who have special educational needs and disabilities (SEND) or developmental delay. A Family Support Worker can visit you and your child at home and provide any in person support or guidance you may need. Please see the link [HERE](#).

### **How do we identify and assess children with SEN?**

At The Orchard Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape next steps and planning in the moment. Staff also take into account observations shared by parents and/or carers.

Practitioners will be using their professional judgements alongside our **Nursery Goals** to assess the child's development during our daily interactions and activities. The staff will share their assessments with parents and highlight progress and any concerns.

Our Nursery Goals have been developed alongside the new Development matters and will be used by practitioners as a guide to assess if a child is on track to meeting developmental age appropriate milestones and will support practitioners to quickly identify children who are not reaching milestones and may need more support.

A written review (starting points), outlining strengths, concerns, parents view and what to do next is shared with parents when they first start at the setting. A Two Year Old Check is also completed when a child is between 2 and 3 years of age. This will highlight progress and areas of concern. This is shared with the parents.

At the end of each term practitioners will do a short assessment outlining if a child is on track to meeting age appropriate milestones. This is then discussed with the supervisors and management at an assessment meeting, so that support can be given to practitioners and adjustments can be made, if needed to resources or the environment.

At the end of the year a written summer review is completed, giving an overview of development, progress made and current interests, as well as what we are doing next and what parents can do at home to support. This is shared with the parents.

We implement an Individual Education Plan (IEP) for children who are working below expected levels of development. These plans would outline targets for the child to work towards as well as specific activities to help support the child meet the target. This will be reviewed and evaluated at the end of each term.

### **What types of SEN do we provide for?**

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We work with children in a variety of ways to support their learning. This includes supporting children in language groups following screening assessment (Wellcomm) and working with Speech and Language Therapists who work closely with the nursery. We also have staff trained in using the ELKLAN approach (which supports children in Speech, language and communication needs)

When a new child starts at the nursery or if a child has an identified need for speech and language development we would conduct a Wellcomm assessment to help identify gaps in their language development and strategies to put in place for their specific need. This will be monitored termly and suggested activities shared with parents.

We use our SEN funding (tier 1 / 2/ 3) which help fund an additional member of staff to work on IEP's with individual children.

Only a few pupils will require interventions which are **additional to** and **different from** the adapted curriculum provided for all pupils. This forms part of the **Graduated Response**, and usually means we will be in the process of initiating an Education and Health Care Plan (EHCP).

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

We pride ourselves in having a good relationship with parents and work hard to involve parents in every aspect of their child's learning with us through daily informal contact and more specific formally organised meetings.

We are fortunate to have our own speech and language room, which is specifically designed to cater for children with a variety of SEN needs. (Blossom Room)

### **How do we adapt the curriculum and learning environment?**

Our nursery site is accessible for children and parents with physical disabilities. It has wide entrances, spacious classrooms and disabled toilet facilities. The nursery is all on the ground floor. There is a range of equipment/support in our nursery for children:

- Trained staff to support
- External Agency assessments/support
- Sensory Resources/Multi-sensory approaches to all areas of the curriculum
- Large bubble lamp
- Speech and language Room/Sensory Room
- Chewellery
- Weighted blankets
- Fidget toys
- Visual clues/Now and Next board/visual timetable

The nursery will consider purchasing other equipment if there is an agreed identified need.

### **How children with SEN are enabled to engage in activities available with children in the nursery who do not have SEN?**

All children are included in every aspect of provision. Some children will need specific support to access certain areas.

Support will be given to children to access all activities; however adaptations will be made to suit their level of development and individual needs. These may include offering visual aids, adult guidance, sensory input, or adapting duration of activity.

### **What expertise and training do the nursery staff have in relation to SEN?**

All staff have Paediatric First Aid and Safeguarding Level 2 qualifications and are trained in using Makaton Signing System and Wellcomm assessment toolkit. Some staff are fully trained and experienced in implementing the Elklan Communication Support Programme for under 5's. We have an extensive training programme including courses, such as SEN, Understanding Autism, Awareness of sign language, Children's mental health, SEN Code of Practise, Schemas, Self-Regulation, Speech and Language, Supporting Downs Syndrome, Role of the SENCO, and Understanding children's emotions.

The SENDCO is training to SENCO Level 4, and has completed training in Understanding Autism level 2, Understanding behaviours that challenge Level 2, Working with children 0-5 with Special Needs, Makaton training, PEIC-D training, PECS training, Welcomm Training and has a wealth of experience in working with children with Special needs.

We use visual timetables and visual aids as needed. Each year, the needs of children within our nursery are carefully considered and training organised to up-skill staff. When bespoke training is needed, then we source this through funding and the LA.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists, Local Authority SENDCO and Health Visitors. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and key person supporting the child in the same way as other SEN support.

The Local Authority SENCO would assess the child's needs using Schedule of Growing Skills Assessment (SOGS) which will determine the level of funding we can apply for. (Tier 1, 2 or 3)

This funding is used to in a variety of ways to support the child's needs. This may be 1:1 additional support, staff training, additional support in the blossom room.

### **Requesting an Education, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the nursery having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the nursery or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the nursery as part of SEN support. We would follow guidelines in the integrated education, health and care assessment planning arrangements and statutory timescales.

### **Complaints**

If parents have a complaint about the nursery, then the first person to talk to is the Manager. If they need to go beyond her remit then to the Chair of Committee should be contacted. If not satisfied by the outcomes to date then they can refer to the Local Authority. Please see the complaints procedure available on the website.

Manager – Emma Middleton

SENDCO – Jo Martin

Chair of Committee – Angie Prieur - [angelaeprieur@gmail.com](mailto:angelaeprieur@gmail.com)

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