



Harewood Nursery School

Special Educational Needs & Disabilities (SEND) Information Report 2018 / 2019

This information is part of, and supports, [Wakefield Local Authority's Local Offer](#).

When children join our family at Harewood Nursery School we celebrate that all our children are unique and support all our children to enable them to participate in all we do. Building caring relationships with our children and their families and understanding individual children's needs is at the centre of our Early Childhood Education provision. The development and provision of a nurturing environment combined with intuitive, skilful practitioners provide children with the confidence to be curious, try new things, learn new skills and begin to develop their independence.

We recognise that there may be times when additional support may be needed to enable our children to engage with the opportunities on offer to and to make progress in their learning.

We pride ourselves on our inclusive ethos where the needs of individual children are the starting points for their provision.

How does Harewood Nursery School know if children need extra help?

- ✚ When children joins us we talk to their parents to see if they have any worries
- ✚ Once children settle in with us we begin to notice if they appear to struggle
- ✚ When concerns are shared by parents/carers throughout their child's time with us
- ✚ When concerns are raised by key workers or other practitioners
- ✚ If any issues arise following standard checks such as the 2 year old progress check
- ✚ If there are sudden changes in the child's behaviour
- ✚ If the child is making less than expected progress for their age and stage of development
- ✚ All children are monitored carefully by practitioners, the EYFS Leader and the Headteacher

What does Special Educational Needs and Disabilities (SEND) mean?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- ✚ Have a significantly greater difficulty in learning than the majority of children of the same age
- ✚ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- ✚ Are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

Types of SEND

SEND is divided into 4 types:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

What should I do if I think my child may have special educational needs?

- ✚ Discuss your concerns with your child's key worker on entry to school or when you become aware of any issues
- ✚ Speak to Miss Godfrey the Nursery Class teacher
- ✚ Further meetings may then be arranged and further information can be sought from Mrs Becky Cook the Headteacher and Special educational Needs Coordinator (SENDCo)
- ✚ For further information see our [Special Educational Needs Policy](#)

How will school staff support my child?

- ✚ Your child's key worker will monitor your child closely to understand their difficulties
- ✚ Provision may be differentiated to suit your child's individual needs
- ✚ Your child may receive additional support in school from the learning support assistant
- ✚ Targeted support may be provided through specific interventions in small groups or if necessary one to one with an adult
- ✚ A Small Steps Profile may be developed with you to set targets for your child and to agree what strategies we will use at school to support them
- ✚ With your permission we may contact outside agencies for further guidance on how best to support your child; this information will be included on your child's Small Steps Profile
- ✚ The school's SEN Governor, Mrs Sarah Conway, monitors SEND policies and practices
- ✚ The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND and Inclusion policies

How will the curriculum be matched to my child's needs?

- ✚ The school environment is designed to be enabling for all children and to include the interests of all children
- ✚ Our skilful early years practitioners build up caring relationships with the children in school and adapt the way they play and interact with each child
- ✚ Our provision and planned activities offer the appropriate challenge and support to enable your child to make progress
- ✚ Assessment of your child's abilities will be used to identify the next steps in their learning
- ✚ If needed your child's key worker will plan differentiated activities for your child to do
- ✚ Your child may learn in small groups or one to one with an adult if required
- ✚ Your child may participate in small intervention groups for specific learning activities

- ✚ All interventions cycles are monitored and assessed and progress and impact is measured and recorded throughout as part of the assess, plan, do and review process
- ✚ Our learning support assistant may be allocated to work with your child either one to one or in a small group
- ✚ If your child has a Small Steps Profile, this will state the specific targets that your child will be working towards according to their area of need. The progress towards these will be monitored closely by your child's key worker
- ✚ If appropriate, specialist equipment may be provided for your child

How will I know how my child is doing, and how will you help me to support my child's learning?

- ✚ You will have access to your child's learning journal on line via a secure log in
- ✚ You will be able to discuss your child's progress informally at any time by request with your child's key worker
- ✚ You will be invited to contribute to your child's Small Steps Profile at half termly meetings or more or less frequently as required
- ✚ You will be invited to termly progress meetings where we will share all aspects of your child's learning and development with you
- ✚ You will receive a written annual report detailing your child's progress and achievements
- ✚ Your child's key worker may suggest ways of how you can support your child at home and share with you strategies that work well in school
- ✚ You may have a 'Home/School Book' where information is shared daily

What support will there be for my child's overall well-being?

- ✚ Our Harewood family is made up of caring and supportive early years practitioners
- ✚ Our school offers a wide range of activities and opportunities to support children's social and emotional development including social snack times, small group work, events and visitors in school and an annual school trip with children and their families
- ✚ School has a [Behaviour Policy](#) which is adhered to by all practitioners, we support children to understand their feelings and to learn how to be together with friends
- ✚ The school has a [Managing Medicines and First Aid Policy](#) which supports parents/carers with the management of their child's medication within school and where a child has a specific medical need, the school nurse can provide practitioners with the relevant training
- ✚ School has a Health and Safety Policy
- ✚ All our practitioners are trained to level three paediatric first aid
- ✚ Harewood Nursery School has rigorous safeguarding procedures (see the school's [Safeguarding Policy](#))

What specialist services and expertise are available at or accessed by the school?

- ✚ Our Headteacher and nursery teacher have both worked for the Local Authority support and advisory services working with other schools and settings to support their SEND provision. Their specialisms include social communication difficulties and autism, speech and language issues, Down's syndrome, sensory issues, attachment issues, use of alternative communication aids, use of visual supports and tracheotomy care

- ✚ Harewood Nursery School employs suitably trained early years practitioners to educate and care for all children as per EYFS requirements for 2, 3 and 4 year old children
- ✚ Practitioners access a range of training opportunities throughout the year in key areas of the EYFS and also in identifying and supporting children with specific difficulties
- ✚ All practitioners receive regular SEND training with the SEND support assistant keeping up to date with the latest Early Years initiatives from the Local Authority
- ✚ Most practitioners are epipen, epilepsy and asthma trained
- ✚ Specific medical issues are addressed as they arise and specialist training may be bought in to school to address specific issues

Harewood Nursery School has access to a range of outside agencies that are available to offer consultancy and support, including:

- ✚ Child Protection Advisors
- ✚ Child and Adult Mental Health Services (CAMHS)
- ✚ Early Years Special Educational Needs and Disabilities (EYSEND)
- ✚ Educational Psychology Service (EPS)
- ✚ Occupational Therapists
- ✚ Physiotherapists
- ✚ Speech and Language Therapists (SALT)
- ✚ School Nursing Team
- ✚ Health Visiting Team
- ✚ Sensory Impairment Team (Hearing and Visual)
- ✚ Social Services

What services are available for parents/carers?

- ✚ All the services above are available to support parents/carers via their involvement with your child in school
- ✚ SALT hold regular local 'Drop – In' sessions for parents: ask in school for details
- ✚ Parents/carers can also access support from Wesail and Wekids
- ✚ If you have concerns about your child's development you can discuss these with your Health Visitor (HV) or General Practitioner (GP)

How are the School's resources allocated and matched to children's SEND?

- ✚ The SEND budget is allocated each financial year
- ✚ The money is used to provide additional support or resources for all children who have been identified as having SEND
- ✚ Through 'Provision Mapping', the SENDCo can plan how and where to apply the additional support e.g. with groups of children participating in specific interventions, practitioner training, the deployment of practitioners to work with individual children as required or on specialist equipment
- ✚ The school may receive additional funding called 'Top Up' for children who have an Education Health Care Plan (EHCP), agreed through the EHCP Panel for high needs

pupils, commensurate with their level of need. This will be used to support the child named in the EHCP and reviewed at least annually

How is the decision made about what type and how much support my child will receive?

- ✚ The decision about how best to support your child is based on the needs of your child
- ✚ Decisions are made in consultation with parents/carers, the child's key worker, the class teacher and the SENDCo we will focus on developing your child's strengths and use their interests as a starting point
- ✚ The EYFS provision is differentiated to meet the needs of all children and is planned and delivered by all of the practitioners across the school, overseen by your child's class teacher
- ✚ After discussing your child's specific needs with you, their key worker may take the decision to provide additional support if your child is not making the expected progress in any particular area
- ✚ Decisions are made based on rigorous assessment and monitoring activities which highlight the areas in which your child may need additional support
- ✚ If your child's key worker decides that your child needs specialised help or targeted support this will be discussed with the SENDCo
- ✚ Guidance may be sought from outside agencies regarding the type of support provided for your child
- ✚ The outcomes of all targeted support are closely monitored and reviewed

How accessible is the school environment?

- ✚ We are happy to discuss individual access requirements
- ✚ A ramp at the front of the school makes the building accessible to all
- ✚ There are changing facilities available
- ✚ There is a soft surface area, flat paths and even surfaces which are accessible to all

How will my child be included in activities outside the classroom including school trips?

- ✚ Harewood Nursery School is a fully inclusive school. All children attend all events and trips are encouraged to take part in all activities within school
- ✚ Buses with wheelchair facilities can be booked where needed
- ✚ Parents are fully informed as to trips and activities open to every child
- ✚ Risk assessments are carried out and procedures and additional measures, including extra support, may be provided to ensure full participation by all children
- ✚ If it is deemed that an intensive level of support is required, a parent/carer may be invited to accompany their child to specific events

How will school prepare and support my child to transfer to a new school?

- ✚ Before starting nursery your child will receive a home visit from the nursery teacher and nursery nurse
- ✚ If your child attends another setting our staff may also visit them there too

- ✚ Discussions with any agencies that may be supporting your child will enable school to glean a deeper understanding of your child's needs
- ✚ Through our transition procedures your child's key worker and class teacher will share all relevant information with your child's next school. Practitioners from receiving schools will come to Harewood Nursery School to meet your child and your child will be invited to attend a visit at their new school. Some children may require additional visits or supported visits where one of our practitioners goes with your child to visit their new school. These will be arranged on an individual basis depending on your child's need
- ✚ If your child has a SEND then an additional discussion around their needs will take place between ours and their new school's SENDCos
- ✚ If your child has an EHCP the receiving school SENDCo will be invited to your child's annual review prior to transition

Who can I contact for further information?

You will receive a warm welcome here at Harewood Nursery School. If you would like to discuss your child's Special Educational Needs, please call the school office on 01977 722835 or text to 07873 344972 to arrange a meeting with Miss Godfrey the EYFS lead in the first instance, this may be followed by a meeting with the SENDCo – Mrs Becky Cook: Headteacher. If you require an interpreter, signer or information in a different language please let us know.

If you are considering bringing your child to Harewood Nursery School, please make an appointment to visit our school. You will have the opportunity to see if you feel this is the right place for your child, to discuss your child's specific needs and to ask any questions relating to your child's education. We look forwards to working with you.

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Reviewer(s):	Mrs Becky Cook	Headteacher
	Mrs Sarah Conway	Chair of Governors