

Grasmere Nursery School

SEND Local Offer

1st September 2018

- At Grasmere Nursery school we believe in achievement, ambition and progress for all children.
- We aim to meet the needs of individual children through highly effective teaching and learning.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships between children and their parents/carers with the Specialist Teacher, experienced teaching and support staff both within the school and external professionals such as Speech and Language Therapists, Occupational Therapists, Physiotherapists, Autism Support Advisory Team and Educational Psychologists, to ensure that the school can meet a broad range of special educational needs.
- We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning. We use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

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1. How does our school identify and organise support for children with special educational needs?

- By ensuring that when a child is already known to additional support agencies (i.e. health or SENS Team) or a previous pre-school before they come to us, a full and thorough transition programme to share information and ensure the child settles happily will be planned and implemented
- By Continual observations and monitoring of children by both the Specialist Teacher and other experienced members of teaching and support staff
- By Listening to concerns from parents/carers and members of staff.
- By ensuring that strategies are put in place to help the child make progress such as an Individual Educational Plans, (IEPs) Small Group and 1:1 Language input, the use of various different communication systems to include, amongst others, Individual Visual Schedules, Picture Exchange Communication Systems, the use of Makaton and Communication Books.
- By ensuring that the specialist teacher will call in other professionals when required to provide additional support and advice.

Grasmere Nursery School is a local authority 'resourced' nursery. This means that we are given funding for 16 places reserved for children with severe and complex special needs. Children are referred for a resourced place by the Special Educational Needs Services. If a child is identified as needing a resourced place after they have started at Grasmere, evidence is gathered and a resourced place applied for. This has to go to a Local Authority panel meeting and they will assess whether the child meets the criteria for a resourced place.

Children who are on a resourced place are fully integrated into the setting. All staff work with all the children. However, the resourced funding means that we employ a highly experienced specialist teacher and two dedicated SEN early years support workers, in addition to the high numbers of experienced staff, to include a fully qualified teacher, in each room. The resource place means that we are able to offer a ratio of 1:8 with qualified teachers being part of each class team. All staff have a wide range of experience working with children with additional needs and have regular training in order to offer the best support.

2. Who are they key people in our school available to discuss parental/carer concerns about their child's difficulties?

- Childs keyworker.
- Class Teacher
- Specialist Teacher for SEND
- SEND Early Years Support workers
- The Family Worker

Staff are always available at drop off and collection times to share information but appointments can be made whenever longer discussions are needed.

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3. How will parents/carers be informed about their child's progress within school and how will his/her progress be measured?

- A Base Line Assessment is carried out within 2 weeks of starting Grasmere; this shows each child's starting point.
- Children are assessed each term on the EYFS Tracker, which shows the progress they are making.
- Children with special needs (SEND) are assessed with the SENS assessment tool on an on-going basis, which has small steps to show progress.
- The children's assessments are carefully monitored to ensure that each child is meeting his or her potential.

Information is shared with parents regularly, both informally on a daily basis and formally through Parents Consultations which are held every term between the child's keyworker, parents and the specialist teacher. At these meetings, Individual Education Plans are agreed, with previous targets discussed and new targets set - however, these can be reviewed sooner if targets are met. Information is also shared on an on-going basis through the Learning Journey that each child has in their base classroom. The Specialist Teacher is available on most days to talk though concerns or appointments can be made when a longer session is needed. Additionally, Children who arrive at school on transport have home/school books to ensure information is shared regularly.

4. What support will parents/carers receive if their child has been identified as having Special Educational Needs?

As detailed above, information is shared regularly, both formally and informally. Parents are welcome at any time to request an appointment to discuss any worries or concerns, or seek advice from any key members of staff. We are here to help and to listen.

The Specialist Teacher will support parents in visits to the Child Development Clinic at Edwin Lobo Centre and other health visits as appropriate, with the agreement of parents.

The Specialist Teacher and the Family Worker can give support to parents with filling in forms for claiming benefits and advice on benefits parents may be able to claim, if they wish.

Parents will be signposted by key members of staff, including our Family Worker, to other support agencies/organisations that can offer support or training to the child and family, either via our Children's Centre, health or other i.e. feeding/sleeping support, parenting courses, Makaton training, CALM Autistic Support Team parent support groups etc.

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The Specialist teacher will make appointments to explain the process of Statutory Assessment and Education Health and Care Plans for children with severe and complex needs and will help parents to visit potential schools and assist with this process. When an Education, Health and Care Plan is applied for, a meeting is held with parents to discuss the process and parents are signposted to Parent Partnership Services.

5. What support is offered to ensure the wellbeing of pupils with special educational needs and disabilities?

Careful planning of each individual child's needs, by regular communication between parents and staff and by following Individual Education Plans, helps to ensure that we meet the specific needs of our children with SEND. A particular focus is around ensuring that children who are unable to communicate verbally are taught methods to communicate with staff in other ways i.e. through the use of signs and photocards. Children are highly supported in this area by experienced staff.

Grasmere Nursery School use "Signs for Feelings & Behaviour" to support children's wellbeing; this involves teaching children a set of signs to describe feelings which helps them to express themselves and lessen frustration. Behaviour plans are written and shared with parents for children requiring additional support in this area.

Children that are not yet ready to be toilet trained will be checked and changed regularly to ensure their comfort, in accordance with our Intimate Care Policy.

We have a robust medical policy and will administer medication at school where it has been pre-agreed, working with the health visiting team where necessary i.e. to draw up Care Plans for children with epi-pens, ongoing conditions etc. Two members of staff will do this and a record is kept and signed by parents.

Our Family Worker is also available to support families.

6. How will teaching be adapted to support the children with special educational needs?

- Children at Grasmere Nursery School are supported at their correct developmental level.
- Next steps are set that are developmentally appropriate for the child.
- IEP's are written for children who require extra support. One to one support is given where required to deliver these programmes of support
- Alternative language systems are put in place such as:
 - i) objects of reference, photos or symbols, communication books.
 - ii) Picture Exchange Communication System (PECS) is used for children where

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appropriate. PECS encourages children to communicate spontaneously, they exchange a picture for something they would like such as a piece of fruit or a preferred toy.

iii) Makaton signing is used across the nursery.

- Outside agencies are called in when required to provide additional advice for IEP's and children's next steps such as Educational Psychologists and Autism Support Advisory Team. Advice from the Speech and Language Therapist is included in children's IEPs.
- When the local authority agrees an Education Health and Care Plan (EHCP) for a child, Grasmere will call an implementation meeting. They will invite the child's parents and other professionals involved with the child. Together we will set targets for the child in accordance with the plan which will be taught and delivered daily.

7. What different types of support can children receive in Grasmere Nursery School

- The Specialist Teacher coordinates the support for children with SEND.
- Small group and 1:1 sessions to develop children's attention skills
- Small group and 1:1 sessions to develop children's language skills
- Small group and 1:1 sessions to develop children's social skills
- Small group and 1:1 sessions to develop children's fine motor skills
- Delivery of physio programmes as set out by the Physiotherapy Service
- Advice given by other professionals will be delivered through group or 1:1 sessions i.e. Speech and Language Therapy Service recommendations, Occupational Therapy recommendations.
- Intensive interaction to promote interaction between adult and child
- Makaton signing across the nursery.
- Signing for Behaviour used by all staff.
- Access to specialist health services e.g. Speech and Language Therapy, Physiotherapy, Child & Adolescent Mental Health Services (CAMHS).
- Access to outreach support where appropriate i.e. Autism Support Advisory Team, Visual Impairment Service
- Access to 1:1 specialist play therapy
- All classes have a ratio of at least 1:8 which is higher than the required ration of 1:13

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8. How will children be supported in unstructured times such as lunchtimes and playtimes and to enable them to have access to all aspects of nursery life?

Grasmere provides a high ratio of staff to children at lunch time so that children who need extra support are able to sit next to an adult. They will support the child with feeding and developing independent eating skills if required. If a child's needs cannot be met in this way then an extra member of staff is employed.

All staff working in the out of hours services have experience in working with children with severe and complex needs.

Parents are informed of school trips to see if any special requirements are needed. Ratios are looked at carefully to see if 1:1 adult to child support is needed for children with SEND.

9. How does Grasmere Nursery School involve children in decisions that affect them?

- Planning at Grasmere Nursery School is taken from the child's interest.
- This begins with home visits that are done before the child starts with us. Keyworkers learn about the children in their groups so they can plan from the child's likes and dislikes.
- Where appropriate, targets and learning objectives are shared.
- Very young children or those with communication difficulties may make their needs and interests known non-verbally. As skilled and experienced professionals, staff observe and use this information to influence their planning.
- Children's comments and reactions are recorded in their Learning Journey
- These are shared with parents who can give feedback of their child's enjoyment of the different activities.

10. How are the schools resources allocated to support children with SEND?

- As a local authority resourced place nursery, we are given additional funds to support children with SEN. This is used as follows:
- A ratio of 1:8 is maintained.
- A specialist Teacher is employed to oversee the individual progress of all children with SEND. They monitor the delivery of IEPs and the child's developmental progress. They also ensure that next steps are identified to ensure continued progress. They help the family to ensure a smooth transition to an appropriate school, with the support on EHC Plan where appropriate.
- Two additional SEN Early Years Support workers are employed specifically to work with children identified as having SEN in whole class, small group and 1:1 contexts.
- The children have access to our multi-sensory room Smart board in most rooms for children to access computers.
- Appropriate equipment is purchased to support the needs of individual children i.e. specialist trike for children with physical impairments, PECS resources.
- To ensure the building is accessible to all children.

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11. What services external to the nursery can provide support to children with SEND?

- Grasmere Nursery School work closely with many outside agencies.
- Some are from the local authority; our regular support comes from the Educational Psychology Service and the Autism Support Advisory Team.
- We hold School Liaison Meetings each term with these local authority professionals to discuss progress of individual children on the SEND register, share information and seek advice.
- Additionally, we can refer to other local authority services as needed i.e. Visual Impairment Service, Hearing Impaired Advisory Service, Learning Support Service.
- We work in close contact with, and can sometimes refer children to, health professionals such as Speech and Language Therapy Service, Physiotherapy, Occupational Therapy and Child & Adolescent Mental Health Services (CAMHS).
- We have regular liaison with the local authority Special Educational Needs Assessment Team - responsible for the approval and writing of Education Health Care Plans.

12. How are staff at nursery supported to work with children with special educational needs and what training do they have?

- All staff have ongoing training to keep their skills and knowledge up to date through In Service Training Days.
- Training is also sourced from outside agencies regularly to keep staff skills up to date in accordance with the needs of individual children within the nursery.
- All staff are given the SEND policy as part of their induction.
- All staff are trained regularly on Safeguarding to ensure the safety and protection of children in our care.

13. How will our nursery support children in moving on to another nursery or school at the end of their time with us?

- Information is shared with other nursery schools when children move to another nursery setting. Visits are encouraged for staff to see the child in our setting and for children to become familiar with the new setting.
- Parents of children with SEND who are moving to the next key stage are offered accompanied visits to several schools including special schools. This allows the parents to make an informed decision about which school would best suite their child.
- The Specialist Teacher will meet with parents as many times as is necessary to discuss schooling options in accordance with a child's progress.
- Transition meetings are held with parents, key member of nursery and receiving school staff in a timely fashion once a school place is confirmed, to ensure the best possible transition for the child.
- A programme of visits for the receiving school to visit the child in nursery and the

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child to visit their new school is made.

- Information is shared with the receiving school and all documentation passed on at the end of the term the child is leaving.

14. How accessible is our school environment?

- The nursery is accessible to wheelchairs and ramps are in place where needed.
- We liaise with the outreach team at Lady Zia Wernher school to ensure that our environment is adapted to ensure safe access and manoeuvrability for children with physical impairments that are using walking aids.
- An adjustable changing table is available to children who cannot access the changing tables with steps.
- There are disabled toilets available for adults that require this.
- We have pushchair parks for parents to leave pushchairs when bringing their children to nursery.
- Most staff have training in Makaton, two members of staff have training on PEC's
- Pictures are made for children to use with PEC's from both photos and symbols depending on the level of the child.
- Visual timetables are in place and Individual schedules are made for children who need them.
- Any changes to the building are looked at with regard to ensuring accessibility for wheelchair users and other physically disabled children and adults.
- We are always happy to discuss individual access requirements when necessary
- We seek support from the local authority for translation purposes for families with English as an additional language that require this.

15. Who can parents/carers contact for further information at the nursery?

- If you are reading this and interested to find out more, please do call the school on 01582 593426 and ask to speak to the Specialist Teacher. She will be pleased to talk to you and show you around.
- We may be able to organise a parent of a child with special needs to tell you about their experience of having a child at Grasmere.

If your child already attends the school

- The first point of contact for parents is the child's keyworker.
- Then the child's class teacher
- The Specialist Teacher
- Nursery places are available to parents who put their child's name on the waiting list. There is no catchment area for the nursery school.
- If we have places available your child may be able to start Grasmere very quickly.
- The SENS team can support parents to apply for a resourced place in our nursery school if the child has SEND and they have a home worker before the child is due to start nursery.

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- If a child doesn't have support from the SENS Team but has additional needs, a resourced place can be applied for by the nursery once your child has started with us.

See Luton Borough Council website and link to Luton Local Offer.