



Special Educational Needs & Disabilities (SEND) Information Report 2022-2023

Ratified by

Oxclose Community Nursery School Governing Board Autumn 2022

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities, and are supported by Together for Children to ensure that all children make the best possible progress in school.

At Oxclose Community Nursery School we work in partnership with parents and carers respecting their views to ensure we achieve the best possible outcomes for the child. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The broad areas of SEND are:

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

Throughout the process the Nursery School follow all General Data Protection Regulations. (GDPR)

The Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young children with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For further information on the Local Offer follow the link from the Together for Children homepage.

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to provide. This is called 'The Special Educational Needs School Information Report'. The information report is set out in a series of questions and answers to give parents and carers clear information about an individual school provides.

Oxclose Community Nursery School Special Education Needs Information Report

Oxclose Community Nursery School is part of the Resourced Provision Partnership in Sunderland for children with physical and or Medical barriers to learning. We offer places for children from 2 years to 4 years plus, providing education and care which is organised within two age phase learning environments. The 2 to 3 year-old and 3 to 4-year-old room.

1. Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND)?

- **Your child's Key worker** -is the person you will see every day and who you can talk to about your child's strengths, what they are good at and enjoys and any area of need. We aim to develop positive relationships with parents and carers to ensure we can make accurate observations of children's development and progress.
- **Inclusion Manager**- Mrs Knight is responsible for the day to day organisation of SEND in the school. She regularly communicates with staff, professionals and parents to set targets for children's learning. Planning, implementing and reviewing intervention groups across the nursery.
- **SENDco**- Mrs Julie Heron is responsible for developing and reviewing the schools SEND and Disabilities policy, updating the provision map and SEND register and co-ordinating children's progress records.
- **The Headteacher** –Mrs Julie Heron is responsible for ensuring that children's needs are met with appropriate provision allocated, SEND budget management and the deployment of resources and equipment. Inform Governors of relevant update information.
- **SEND Link Governor** – Mrs Diane Blankley works with the whole staff team to maintain the high standards of inclusive practice, budget management, deployment of resources and regularly visits to quality assure the service.

2. What are the different types of support available for children with SEND in Oxclose Nursery School?

- As soon as your child joins Oxclose Community Nursery School their Keyworker will get to know you and your child. We put a great emphasis on children's emotional health and well-being and it is understood by all practitioners that a child's personal, social and emotional development is crucial to them engaging in learning.
- Your child's Keyworker plans learning for your child building on from what he/she already knows, can do and can understand. Keyworker works as part of a team, (Inclusion Manager and SENDco) to make accurate observation and assessments that will identify any additional support required. We will talk to you at the identification stage to inform you of any intervention activities planned.
- This support is called **Quality First Teaching/ School Support Level 1** which means we are taking additional action to support your child.
- The Keyworker and Inclusion Manager will plan specific activities to support your child's needs. This could happen during group time, when children are involved in playing and exploring the environment, on small group or in a one to one situation with support staff.
- Close observation and assessment is part of the on-going access plan, do, review process which provides evidence of progress for the next stage.

- **SEND Support Level 2:**
- If a child continues to have some delay, we will ask your permission to refer your child to a specialist professional. This could be an outside agency such as Speech and Language Therapist, Educational Psychologist, ASD outreach team.
- With advice from professionals the Inclusion Manager and Keyworker will write an Individual Support Plan (ISP). This will detail the support your child requires, along with strategies and resources needed. Parents/Carers are encouraged to contribute to the ISP.
- If progress continues to be below what is expected, then a multi-agency meeting will be scheduled to discuss what actions to take to meet the needs of the child.
- All professionals involved with the child, school staff and parent/carers will meet to consider the next steps for the child.
- If a child is identified by professionals as needing a particularly high level support this may involve making a request to the Local Authority for a formal statutory assessment or an Educational Health and Care Plan.
- **Stage 3 – Formal Statutory Assessment (EHP)**
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to

write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have been sent, the 'Panel of Professionals' will decide if your child's needs are severe and lifelong. If this is the case, they write a statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHCP plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

3. How can I let the school know I am concerned about my child's progress in school?

4. How will school let me know if they have any concerns about my child's learning in school?

- If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to listen to any concerns, you may have too.
- You can make an appointment to speak to your child's Keyworker.
- You can arrange an appointment before or after school to speak to the Inclusion Manager or SENDco if you are concerned that your child is still not making progress.
- The school will discuss with you any referrals to outside professionals to support your child's learning.

5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Sunderland LA, includes money for supporting children with SEND.
- The Head teacher decides on the development of resources for Special Educational Needs and Disabilities in consultation with the School Governors., on a basis of needs in the school.

6. Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- SEND support assistants
- Inclusion Manager and SENDco
- Educational Psychologist

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Language and Learning Team

- Sensory Service for children with visual or hearing needs
 - Speech and Language Therapy (provided by Health but paid for by the Local Authority)
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- Provided and paid for by the Health Service but delivered in school:**
- Health Visitor Team
 - Occupational Therapy
 - Physiotherapy

7. How are the teachers in school helped to work with children with an SEND and what training do they have?
8. How will teaching be adapted for my child with SEND?
<ul style="list-style-type: none"> • Planning for all children with SEND activities according to the specific needs of all the children in the class and will ensure that you provide the teaching and learning • The school has a group of staff who will support you with the teaching and learning • of the child with SEND to the needs of your child. This includes whole school training on all SEND issues • resources will support the needs of your child individually and in groups. • Individual teaching and support staff are available to meet individual children's needs <p>from the ASD Outreach service such as Early Bird and Speech and Language difficulties.</p> <ul style="list-style-type: none"> •

9. How will we measure the progress of your child in school?
10. How accessible is the school environment?
<ul style="list-style-type: none"> • Their progress is reviewed half termly in the Early Years Profile areas of development • The building is on one level and exits and egresses are ramped. • We have a child's toilet adapted for easy access and a changing room with a hoist, large changing bed and shower facility • Personal, Social and Emotional Development • Communication and Language Development • Physical Development • Our learning environment is large and specifically set out for easy access for children with mobility issues • Children may have IEP with personal targets which will be reviewed regularly. • We ensure wherever possible that equipment is accessible to all children regardless of their needs • Progress if children with a statement/EHC plan is formally reviewed at the Annual Review with all adults involved with the child's education. <ul style="list-style-type: none"> • The Inclusion Manager and SENco will continue to monitor your child's progress.

11. How will my child be included in activities outside the classroom?
<ul style="list-style-type: none"> • Activities and school trips are available to all • Risk assessments are carried out and procedures put in place to enable all children to participate.

- However, if it is deemed that a high level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.
- As part of the LA Physical and Medical Partnership we have access to a mini bus with wheelchair access.

12. What if my child has medical needs?

13. How will the school prepare and support my child to join the setting or transfer to a new setting in the next stage of their development?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- Staff receive appropriate training on an annual basis.
- Discussions between the previous nursery/setting prior to your child joining our school.
- Where necessary and in agreement with parent's/carers medicines are administered in school but only where signed medication consent forms are in place to ensure the safety of both child and staff member.
- An exit review is planned, parents/carers and all professionals involved with your child are invited to discuss the received SEND arrangements and support required to meet your child's needs.
- Risk assessments are completed to support children with complex medical needs.
- Additional visits are arranged for children who need extra time in their new setting.
- All staff have Paediatric First Aid training.
- We will make sure that all records about your child are passed on as soon as possible.

14. How are parents involved in the setting? How can I be involved?

- All parents/carers are welcome in the school and encouraged to join parent groups, special events or volunteer for school outings.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person directly involved, or where this is not possible, in a report.
- ISP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.