



SEND Information report 2023/24

At Usworth Colliery Nursery School, our aims are to:

- Ensure everyone is valued and welcome.
- Support, encourage and care for our children.
- Allow our children to achieve and progress through their learning
- Encourage everyone to use their strengths and interests to reach their potential
- Work alongside parents, staff and other professionals to provide the best opportunities for all.

What special educational needs can we provide for?

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

We use a document called 'The Ranges'—a standardised Sunderland measure, this helps us to make assessments of a child's area of need and the level

Who are the best people to talk to at Usworth Colliery Nursery School about a child's difficulties with learning, special educational needs or disability (SEND)?

Your Child's keyworker will be the best person to talk to initially, especially if you are concerned

The Deputy Head Teacher is Rebecca Mastrangelo and is responsible for

- Daily organisation of SEND in the school
- Regular communication with staff to set targets for children's learning
- Support staff to develop effective strategies to support children's development
- Co-ordinate children's progress records
- Liaise with staff, parents and outside professionals to initiate and review support

The SENDco is Ailsa Higgins and is responsible for :

- Supporting Rebecca Mastrangelo in the day to day running of SEND
- Developing and reviewing the school's SEND policy
- Update the school's provision map and SEND register
- Leads on the EHCP process

The SEND Governor is Sarah Richards and responsible for:

- Making sure the necessary support is given for any child who attends the school, who has SEND

How we identify SEND

- A family might tell us about a special educational need when they register their child
- Staff might become aware of a special educational need as part of our home visits
- Health Visitors, Portage or other professionals working with the family might tell us about a special educational need
- Staff might have a concern after a child has settled into nursery with us
- A diagnosis from a medical professional

We have a Special Educational Needs and Disability Policy which is updated annually. This can be found on our website.

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

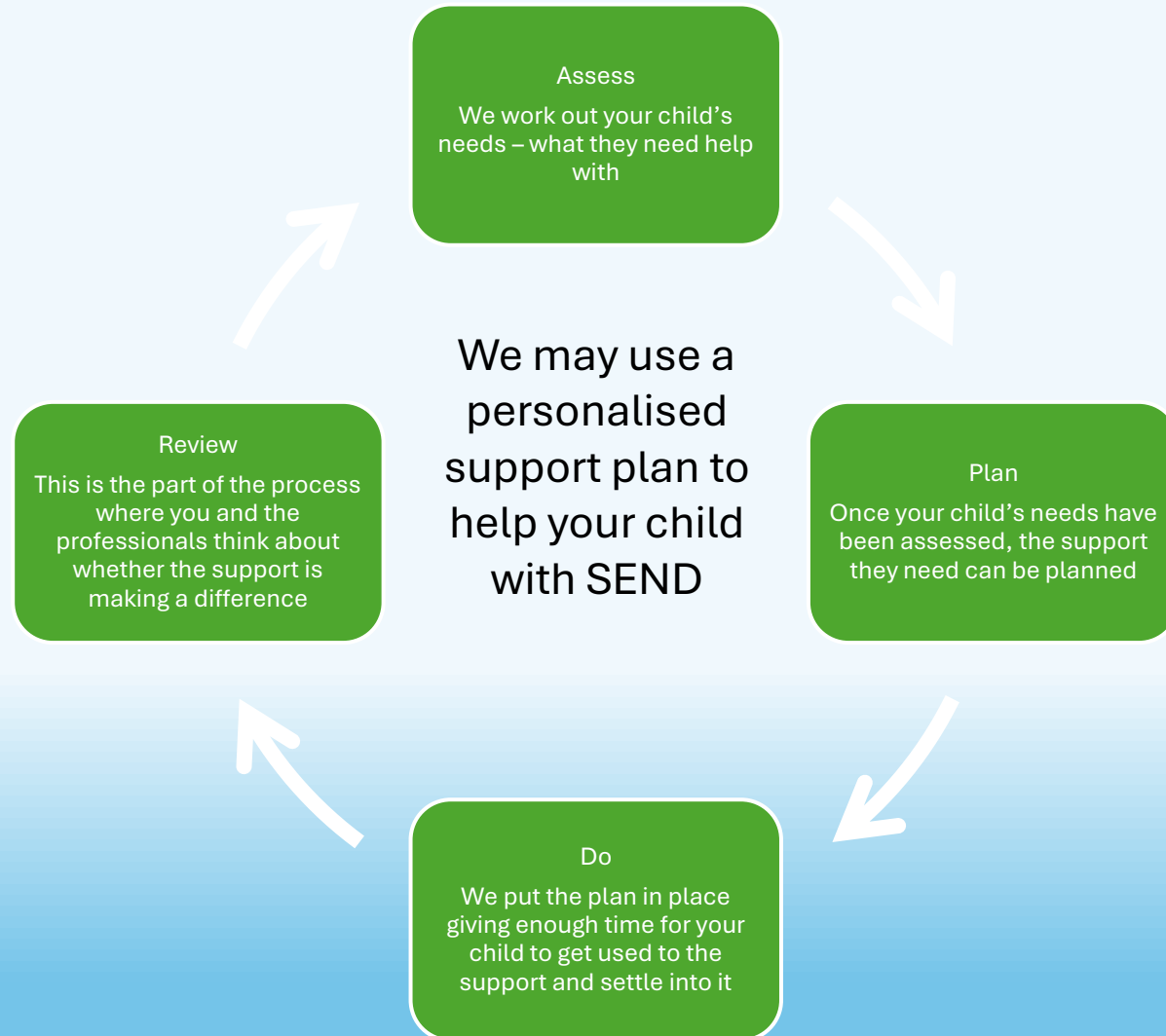
- Parents are welcome into school at the beginning and end of each session. This is an opportunity for a brief conversation with your child's key worker about day to day concerns
- You can make an appointment to speak to your child's key worker, Deputy Head Teacher or SENDCo

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

- If any concerns about your child's development is identified, 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
- The school will plan any additional support your child may receive and inform you of progress and achievement
- The school will discuss with you any possible referrals they think will support your child's learning and development

How will teaching be adapted for my child with SEND?

The way we teach in nursery is through a child centred approach, this means we focus on each child's individual needs and interests. The practitioner then helps and guides the children to explore and learn in their own way, helping them become confident and independent learners. This approach is also used with children with Special Educational Needs



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

Directly funded by the school

- Support assistants
- SENDCo

Paid for centrally by the Local Authority

- Autism Outreach Service
- Language and Learning Team
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy

Provided and paid for by the Health Service

- Health Visitor Team
- Occupational Therapy
- Physiotherapy

What are the different types of support available for children with SEND in Usworth Colliery Nursery School?

Your child's Key person plans learning for your child building on from what he/she already know, can do and can understand. When a child is identified as not making expected progress these are the stages we move through

Stage 1

- The key worker and SENDco will plan specific work to support your child's needs
- This could happen during group time, when children are involved in playing and exploring the learning environment, in a small group or in a one to one situation when support staff are available

Stage 2

- If a child continues to have some delay we will ask your permission to refer your child to a specialist professional, such as Speech and Language Therapist, Educational Psychologist, ASD outreach team
- With advice from professionals the SENCo and Key person will write a support plans. This will detail the support your child requires, along with strategies and resources needed. Parents/ carers are encouraged to contribute to the support plan
- If progress and development is still below then a multi-agency meeting will be scheduled to discuss what actions to take to meet the needs of the child

Stage 3

- 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
- This request includes all the paper work held in school by the SENDCo and with the agreement of the parents/carers and any professionals involved. The "Panel of Professionals" will decide whether they think your child's needs (as described in the paper work provided), seem complex enough to need a statutory assessment
- If all agree a final Statement of Special Needs or Education Health Care Plan (EHCP) will be written and issued
- The EHC 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

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their key worker. Their progress is reviewed each term with greater focus on the Early Years Prime Areas of development:

- Personal, social & emotional development
 - Communication and Language Development
 - Physical Development
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- Children may have a support plan with personal targets which will be reviewed regularly
 - Progress of children with an EHC plan will be monitored throughout the year and formally reviewed at least annually with all adults involved with the child's education
 - The SENDCo will continue to monitor your child's progress

How accessible is the school environment?

- The building is on one level
- Our learning environment is large and specifically set out for easy access for children mobility difficulty
- We ensure, wherever possible that equipment used is accessible to all children regardless of their needs

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

- Activities and school trips are available to all, with any adaptations if needed
- 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 if possible

What if my child has medical needs?

- If a child has a medical need then a detailed Care Plan is compiled with support from the medical professionals involved with the child e.g.; community paediatric nursing team and in consultation with parents/carers
- Plans are discussed with all staff
- Staff receive appropriate training according to the medical need.
- Where necessary and in agreement with parents/ carers medicines are administered in school but only where signed Medication consent form is in place to ensure the safety of both child and staff member
- Risk assessments are completed to support children with complex medical needs
- There are several paediatric first aid trained members on staff on site at all times

How will the nursery 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.

- Before any child starts nursery, we carry out home visits so that you can share any concerns prior to them starting

Moving to a new school

- An exit review is planned, parents/carers and all professionals involved with your child are invited to discuss with the receiving SENDCo arrangements and support required to meet your child's needs
- Additional visits are arranged for children who need extra time in their new setting
- We will make sure that all records about your child are passed on as soon as possible

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

- All parent/carers are welcome in the school and encouraged to join parent groups, special events
- The keyworker is 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 SENDCo 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 involved directly, or where this is not possible, in a report
- Support plans will be reviewed with your involvement according to your child's needs
- 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