



## **Caverstede Nursery School**

### **SEND Information Report 2021 - 2022**

Headteacher / Senco: Debbie Hayes      Inclusion Manager: Katherine Pope

Telephone 01733 571742

Caverstede is a Local Authority Maintained Nursery School. We offer both full time and part time places for mainstream children and those with Special Educational Needs /Disabilities (SEND).

#### **What are Special Educational Needs and/or Disabilities?**

Special Educational Needs and Disabilities (SEND) is the name used for children who are having difficulty with accessing or understanding the curriculum, (see the four main categories below). The purpose of identifying these children is to provide support and help for them in school. The school employs an Inclusion Manager and Special Educational Needs Coordinator to help in this work. The children who fall into this group cover a range of ability levels. Some children cope well in the classroom with additional help, while others may require a statutory Educational Health and Care Plan.

Children entering from another setting may already have other professionals involved and SEND information passed on and support will continue. Some children may be placed on our SEND register as they move through the school. We work closely with other professionals who are involved in the process who will pass information to us with parental permission e.g. Portage.

#### **What different SEN needs can we provide for?**

We support children with a range of needs in line with the four main areas of SEND:

##### The four main categories are:

1. Cognition and learning
2. Communication and interaction
3. Social, mental and emotional health
4. Sensory and/or physical needs

#### **How do we identify children with SEND?**

Caverstede identifies children with Special Educational Needs and/or Disability (SEND) by:

- Concerns are raised by parents/carers, teachers, key people or the child's previous settings
- Concerns raised within the nursery through ongoing assessments / observations of the children and communication with parents / carers
- Referral from other professionals involved
- Seeking advice from other professionals and/or making referrals to outside specialists where appropriate



**Our school has provision for children/young people with a range of needs including, but not exhaustive to:**

- Speech and communication issues
- Social communication difficulties
- Physical impairments
- Hearing Impairment
- Sensory difficulties
- Specific medical needs

**Our environment includes:**

- Communication friendly spaces
- Sensory Integration
- Sensory room
- Dedicated soft area

**What support do we offer for children with SEND?**

Staff who may be working with children with SEND are:

- Class teacher
- Classroom SENCO
- Key Person
- Supporting Key Person
- Inclusion Manager
- Other team members
- Designated visiting specialists involved with meeting the child's needs

We monitor the effectiveness of our SEND arrangements/ provision by:

- Meeting regularly with parents (usually each half term) to set and review individual targets for each child with SEND.
- Opportunities for parents of children with SEND to meet together with the SENCOs
- Class team meetings
- SENCO team meetings
- Meetings with SEND Governors

The roles and responsibilities of our governors are:

- To monitor and review our Special Educational Needs policy
- To monitor and review our SEND Information report
- To participate in appropriate training
- To ensure there is an identified governor with responsibility for SEND
- Our named governor for SEND is: Katie Day who can be contacted through the school

Our approach is to:

- Plan for each child following the Early Years Foundation Stage curriculum.
- Use the DfE Early Support materials where appropriate

Extra support is allocated according to:

- The child's level of need
- For further information regarding the identification and assessment of pupils with SEND please read our SEND policy which is located on our website



## **How are parents involved?**

We involve parents and carers by:

- Meeting regularly with parents / carers (usually each half term) to set and review individual targets for each child with SEND.
- Having an 'open door' policy where staff are available to discuss any concerns. Parents / carers may wish to talk to one of the following members of staff: their child's Key Person, the Classroom Teacher, Classroom SENCO, Inclusion Manager or Head teacher
- Holding an annual review for children with an Education, Health and Care Plan (EHCP)
- Supporting with the development of the annual SEND Information Report

Parents and carers can give their feedback by;

- Informal / formal discussions
- Review meetings
- The use of Home / School diaries, where we do not have regular face to face contact with parents / carers
- Parents / Carers of children with SEND 'Drop in' sessions
- Tapestry online learning journal
- Email / telephone / Microsoft Teams

## **We support your child's wellbeing by:**

- Monitoring all children's individual well-being through ongoing observations
- Use of Leuven Scales of Well-being and Involvement
- Advice from external agencies where necessary
- The monitoring of children's attendance
- Developing individual Health Care Plans
- Key Persons creating and following Individual Intimate Care Plans
- Staff training in individual medical needs as required
- Some children having a Behaviour Plan (see our Behaviour policy)
- The use of the Boxall Profile – a tool to assess the impact on learning as a result of social, emotional issues/difficulties (used if required)

We encourage the children / young people to contribute their views by;

- Discussing a range of topics during Circle time
- Individual discussions with the child's Key Person
- Giving them opportunities to share their Online Learning Journal (Tapestry) with their Key Person / Parents
- Any communication method appropriate to the child's level of need
- Use of a One Page Profile

## **What expertise do our staff have to support your child?**

We have specialist staff in the areas of:

- Experienced staff in all areas of disabilities including:
  - Communication programmes
  - Autism awareness
  - Attention and Engagement
  - Intensive Interaction



- Sensory Integration
- Sensory impairment
- Children with hearing impairment
- Physical disability
- Children with specific medical needs

### **What Outside Agencies can Caverstede access?**

At times it may be necessary to consult with outside agencies in order to access more specialist expertise / equipment / resources.

- Banardos Family Support
- Community Nurses
- Early Help Assessment Co-ordinators
- Early Support
- Educational Psychology
- Health Visitors
- Occupational therapy
- Paediatricians
- Peterborough SEND Hubs
- Physiotherapy
- School Nurse
- Social Care
- Specialist Teaching Services (Autism, Hearing Impairment, Vision Impairment, Multi-sensory Impairment, Physical Disabilities)
- Speech therapy

### **Staff training and qualifications**

#### **We have staff who have the following qualifications:**

- National Professional Qualification for Head teachers (NPQH)
- Qualified Teachers
- Level 4 in Early Years Foundation Stage
- National Award for SEN Co-ordination
- Advanced Diploma in Education and Childcare
- NNEB
- NVQ Level 3
- BTEC

#### **Staff have attended the following training including:**

All our staff are committed to the well-being and educational achievements of the children in our care. At Caverstede Nursery School, staff receive regular training catering for a diverse range of special educational needs and disability requirements. This has included;

- Effective SEN practice
- Introduction to Autism
- Sense Resonance Board training
- Autism and Social Communication Difficulties
- Autism including PDA
- Sensory Processing – theory and practice
- Intensive Interaction



- Attention and Engagement
- Speech and Language
- Unclear Speech
- Selective Mutism
- Deaf Awareness Training
- Supporting Deaf Children in the Early Years
- Introduction to Braille
- Visual Impairment Awareness
- VI Awareness
- Mobility and independence for learners with visual impairments
- Adapting and Modifying Materials (VI)
- Attachment Theory
- Attachment, Trauma and Resilience: Promoting learning for vulnerable children
- Fine Motor / Pre-writing Skills
- Paediatric First Aid
- Care of Gastrostomy by Community Nurses
- Pump Feed training by Nutricia Nurse
- Suction training – School Nurse
- Epilepsy Update – Epilepsy Specialist Nurse
- Manual Handling
- Early Help / Early Support
- Child Protection/Safeguarding
- Effective Target Setting
- Challenging Behaviour
- Foetal Alcohol Spectrum Disorder (FASD)
- Heuristic Play
- Effective Transitions in the Early Years Foundation Stage
- Supporting Well-Being for Younger Children
- Multi-Sensory Activities for Early Years
- Multi-Sensory Impairment Awareness
- Child moving and handling training for young children with disabilities
- Intervenor (Multi-Sensory) training

### **How is the school made accessible?**

We provide the following to ensure that all children/young people in our school can access all of the activities offered.

We have worked hard to develop a learning environment designed to enable all children to access the full range of provision;

- Accessibility Plan (see our website)
- High ratio of experienced staff
- Appropriate resources / furniture
- Electronic changing beds
- Sunken trampoline
- Wheelchair friendly environment
- A willingness to include everyone
- A Sensory room
- Sensory Aware environment
- Attachment Aware environment



We enable children to access all activities by;

- Being on one level within the school
- Using a range of communication aids including visual timetables, Makaton signing, PECs, Big Mac Switch
- Use of a Soundfield System
- Providing equipment to support individual needs
- High ratio of experienced staff
- Individual Risk Assessments

### **How do we help children move on:**

Due to COVID-19 restrictions some of the following have been unable to take place, or have been moved onto a virtual platform.

The following arrangements help children and their parents/carers to make successful transitions:

### **Coming into Caverstede:**

- Discussions with parents/carers about supporting their child through the settling in process
- Visits by staff to previous setting
- Stay and Play sessions
- Home visits (virtual)
- Parent visit/s to the School (with supporting professional)
- Visits to the School for the child
- Meetings with Professionals involved with the family/child prior to admission
- New Parent's Evening meeting
- First 'Settling in' session where parents stay with their child
- The opportunity for parents/carers to stay within the School if needed. We have a café which parents are welcome to use while their child settles into their new class
- Any other adjustments as required

We prepare children and young people to make their next move in the following ways:

### **Moving from class to class:**

- Children visit their new classroom in the summer term
- Opportunities for Key People to talk to parents/carers
- Opportunities for Key People to spend time with the child prior to transition
- Stay and Play sessions
- The opportunity to stay within the School if needed. We have a café which parents can use while their child settles into their new class

### **Moving from Caverstede to new school:**

- We hold transition meetings where we invite the new school, parents/carers and professionals involved in the summer term prior to transfer
- Schools are invited to visit Caverstede to see the children prior to transfer
- Some children will visit their new school with their current Key Person
- End of year report
- Buddy system where Key People will telephone the receiving school during the autumn term

### **Complaints Procedure:**



Our complaints procedure can be found on our website or requested at Reception within the School.

**Resource Allocation:**

Our SEND budget is allocated according to:

- Individual Request to the Local Authority SEN Inclusion Panel Termly

Our decision making process when matching support to need is;

- Information is collated about the child's level of need through:
  - Discussion with involved professionals
  - Home visits / discussion with parents/carers
  - Ongoing monitoring of the child's needs

Parents/ carers are involved through:

- Attendance at review meetings

For further information of support services available to parents/carers please see the Peterborough Local Offer. You can access this through our website: Inclusion, Links, Peterborough Local Offer.

This report will be reviewed Summer term 2023

