

SEN/D Information Report 2023-24

In this report, you can find out how we implement the school’s Special Educational Needs and Disability Policy and Southwark’s Local Offer at the Grove. It contains answers to some of the most frequently asked questions. This document is reviewed annually and updated as necessary to reflect any changes.

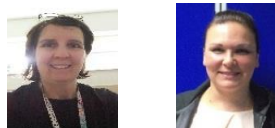
What kinds of Special Educational Needs and/or Disabilities does the nursery cater for?

At the Grove, we provide for the four broad areas of Special Educational Need as defined by the SEN/D Code of Practice [2014]. They are:

Area of Need	Definition	Examples
Communication and Interaction	Some children have difficulties with speech, language and interaction.	Speech articulation, stammering, expressive and/or receptive language delay, social communication difficulties, e.g. autism)
Cognition and Learning	Some children have difficulties accessing, retaining and applying knowledge, understanding and skills.	Moderate learning difficulties, specific learning difficulties, [e.g. dyslexia, dyscalculia], severe learning difficulties, complex learning and profound multiple learning difficulties.
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours.	Anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD).
Sensory and/or Physical Needs	Some children have sensory and/or physical impairments.	Visual impairment, hearing impairment, physical disabilities

Who should I contact if I want to discuss special educational needs and/or disabilities?

At the Grove, we believe that providing effective support for children with special educational needs and/or disabilities [SEN/D] is the responsibility of every member of staff who works in our setting. This is overseen by the Federation’s SENCo team. This is led by the Federation SENCo, Sue Howlett. She is supported by the SENCo Assistant, Lisa Smith, who is based at Kintore Way.



Sue is a qualified teacher and holds the NASENCO award for Special Educational Needs Co-ordinators. She is based at the Grove three days each week and is also the Assistant Head Teacher. Sue and Lisa coordinate and monitor the Federation's provision for children with SEN/D to ensure it is robust and effective in meeting children’s needs and enabling progress. They provide information and support to staff and organises any additional training that may be required. They also liaise with other agencies who are involved in supporting individual children. You can contact Sue on showlett@grove.southwark.sch.uk or 020 7701 6629.

You can also contact our Executive Head Teacher, Rebecca Sherwood. Rebecca is Executive Head Teacher across Kintore Way Nursery and the Grove; the schools work collaboratively in a hard

federation. Rebecca is the Executive Headteacher for the Federation and she works across Kintore Way Nursery School and the Grove Nursery School.



What is the general provision available at the Grove?

At the Grove, we have a fully inclusive nursery class made up of children aged 2, 3 and 4 years old.

How will I know if my child has special educational needs?

Your child is allocated a Key Person upon entry to nursery. The Key Person regularly observes and assesses the progress your child is making against the Early Years' Framework and will share this with you. Our Nursery staff have a thorough understanding of young children's development so can quickly identify any barriers to learning that are inhibiting progress and might indicate that your child has a special educational need that warrants further investigation. The Key Person will discuss this with you and appropriate next steps to support your child can then be planned, implemented and reviewed.

If your child is starting nursery and you feel he/she may have a special educational need and/or disability that has not already been identified, please share this with us so that we can consider this when observing and assessing him/her. We are keen to work in partnership with you to ensure your child has access to appropriate support if this is needed. We know that the earlier we can identify additional needs and establish effective interventions for young children, the greater the impact on future progress.

My child has already been identified as having special educational needs and /or disabilities. What will happen before he/she starts nursery?

We will spend time getting to know you and your child before he/she starts nursery. You are always welcome to arrange a visit with your child to have a look around. When your child is offered a place, the Key Person and the SENCo will talk with you to find out more information about your child's needs so we can ensure that appropriate support is put in place to secure progress, including additional support if required. With your consent, the SENCo will contact the other agencies already involved in your child's care so that the nursery is fully aware of any approaches, targets or resources (e.g. standing frames, walking aids, visual timetables) that will help staff to support your child. If your child has a medical condition, the Key Person will develop a care plan, detailing your child's health needs and what action to take in an emergency (see the school's 'Supporting Children with Medical Conditions Policy' on the website for more details.)

Once your child has started nursery, the Key Person will regularly observe and assess him/her and there are frequent opportunities for you to meet with staff to discuss this [see below for more details].

Can my child with special educational needs and/or disabilities access the same opportunities as other children at the Grove?

Yes. We believe strongly that this is every child's entitlement. The nursery is fully accessible and

staff make reasonable adjustments to both indoor and outdoor learning opportunities and resources so that every child can engage meaningfully with them. This may include placing activities at floor level for children who have limited mobility or using objects of reference to help children transition from one activity to another or make choices about what they want to do next. We pride ourselves on getting to know your child so we can match our provision to his/her needs and ensure that he/she makes the most of the wide range of learning opportunities on offer.

My child's name has been placed on the nursery's special educational needs and/or disabilities register. What does this mean?

The nursery has a register of children with SEN/D that is updated every term by the SENCo. Your child's name will be placed on this if he/she has an Education, Health and Care Plan [EHCP] or if he/she has additional needs that have been identified by a specialist, e.g. Speech and Language Therapist, Paediatrician [SEN/D support]. Your child's name does not automatically remain on the SEN/D register; if, as part of the graduated approach [see below], reviews show that your child's needs are no longer a barrier to learning and can be met through access to quality first teaching, his/her name will be removed.

I have been told my child might need an Education, Health and Care Plan. What does this mean?

An Education, Health and Care Plan is a legal document that describes a child or young person's special **educational, health and care** needs. It explains the extra help that will be given to meet those needs and how this help will support the child or young person to achieve what they want to in their life. It is highly personalised and sets out what the nursery must do to support your child. All the agencies that are involved in your child's education, health and care are required to contribute to it and it is reviewed with you and your child at least annually to ensure that it continues to meet your child's needs.

If your child receives an Education, Health and Care Plan or enters nursery with one in place, this means the school has a statutory duty to implement its content. You will be invited to attend regular meetings with your child's Key person and the SENCo to discuss which of the outcomes set out in the plan we will focus on.

I believe my child needs an Education, Health and Care Plan. How does the nursery support with this?

As a parent, you can initiate an application for a needs' assessment for an Education, Health and Care Plan for your child. The nursery is also able to make an application on your child's behalf with your consent. If you feel that your child would benefit from this, please talk to the SENCo or SENCo assistant who will be able to advise as to the most appropriate time to initiate this and can provide you with information regarding the evidence that the nursery is required to submit to the Local Authority to support the application. This includes;

- Detailed information about your child's education, health and care needs and evidence of any significant barriers to learning that these create at nursery.
- Evidence that the nursery has implemented the Assess, Plan, Do, Review cycle [as set out in the SEN/D Code of Practice and nursery's SEN/D policy], details of any support and interventions that have been implemented and the impact that these have had on your child's progress.
- Evidence of any specific meetings and discussions relating to your child's needs, e.g. 'Team Around the Child' meetings.
- Any diagnostic medical reports detailing the nature of your child's needs.
- Information from partner agencies who are supporting your child, e.g. speech therapy goals and interventions, educational psychologist's Note of Visit, input from occupational therapy or physiotherapy, etc.

We fully appreciate that this can be an anxious time for you as a parent and that you may want to move forward quickly with your child's needs' assessment application. However, as the evidence submitted by the nursery is critical in supporting this, it is important to acknowledge that it will take some time to collect and collate. The nursery has to be able to evidence very clearly how

your child's needs are impacting on learning, what advice we have sought and implemented from other professionals, what interventions and support we have put in place to help your child and how successful these have been. We will update you regularly and of course, keep you fully informed of all developments, but please do discuss any concerns you may have with the SENCo or SENCo Assistant.

Example of a typical needs' assessment application timeline for a child entering the nursery in September and leaving to move onto primary school in July;

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Stage 1 – Sept to Dec	Stage 2 – Jan to Mar	Stage 3 – Apr to July
Child enters nursery. Parent requests that a needs' assessment for an EHC Plan is made by SENCo team. Team collect evidence to identify child's barriers to learning, seek advice from professionals supporting child and implement ASSESS, PLAN, DO, REVIEW cycle. Regular updates provided to parent.	Depending on outcome of REVIEW, an application for a needs' assessment may be made by the SENCo team with parental consent, supported by sufficient evidence. Alternatively, repeat actions from Autumn Term to gather further evidence.	Depending on outcome of REVIEW, an application for a needs' assessment may be made by the SENCo team with parental consent, supported by sufficient evidence. SENCo team support child's transition to primary school with robust handover.

Please note, if your child has needs that are very profound and complex, affect multiple aspects of development and create immediate and significant barriers to learning, please speak to the SENCo or SENCo Assistant who will discuss making an application for a needs' assessment with you as soon as your child is admitted to nursery.

What is the Disability Access Fund? Is the nursery eligible to receive this money for my child?

As of April 2017, nurseries have been able to apply to the Local Authority for Disability Access Funding. This is a one-off annual payment for any 3 or 4 year old receiving Disability Living Allowance and its purpose is to help the school improve access to our provision. If your child is aged 3 or 4 and receives Disability Living Allowance, please let staff know. We will ask you [if you are agreeable] to bring in your letter from the Department of Work and Pensions that states that your child is eligible and submit a copy to the local authority in order to access the funding.

What is the Early Years SEN Inclusion Fund?

If your child has SEN/D and requires additional support over and above what is universally offered at nursery, the school can make a request to the Early Years SEN Inclusion Fund. A request form is completed with your consent, detailing your child's strengths, areas of need and information about the additional support required; this will be shared with you to sign. The form will then be sent [along with supporting evidence] to the Early Years SEN Inclusion Fund Panel who will discuss it and decide which of the three levels of funding, if any, will be awarded to the nursery. This money will then be used to help finance the additional support for your child. Applications can be made for any child with SEN/D aged 3-4 years or any 2 year old in receipt of Disability Living Allowance.

When will I be able to talk to staff about the progress my child is making and the support he/she receives?

You will have regular opportunities to meet with staff and discuss your child's progress and the support he/she receives. These include;

- On-going contact with your child's Key Person and/or assigned SEN/D support worker if he/she has one.
- Termly parent conference meetings with your child's Key Person.
- Team Around the Child [TAC] meetings. These are additional meetings to review the existing support your child receives and/or plan further interventions if needed, e.g. a referral to another agency that can support your child. Whenever possible, the outside agencies already involved in your child's care attend. This is important as it gives everyone an opportunity to talk together with you and share information.

Outcomes and actions arising from TAC meetings are recorded using Southwark's Early Help Delivery Plan format. You keep a copy and the nursery's copy is stored securely at school. An electronic copy is also stored securely with the Southwark Early Help team. If your child requires a referral to an outside agency, the appropriate form will be completed and sent securely to either Early Help or Sunshine House to be actioned. The same arrangements for safe storage of this document apply.

What kind of support will my child receive at the nursery?

We use a **graduated approach** to support children with special educational needs and/or disabilities at the Grove. This means that we;

- **Assess** your child to find out what he/she can do now and needs to do next and share this with you
- **Plan** with you what is needed to support this [see below].
- **Do** the plan
- **Review** with you what has been put in place to see if it has been effective or if further intervention and support is needed for your child, repeating the assess, plan, do, review cycle again as necessary. Further details of the graduated approach can be found in the special educational needs policy on our website.

There are three waves of support available. These are;

Wave 1: Quality First Teaching

This is delivered universally to all children by the experienced class teachers and early years' educators in the nursery. At the Grove, staff seize teachable moments; staff respond to what children are engaged in and support them to develop and extend their existing knowledge, understanding and skills through play. Children are encouraged to be independent, 'active' learners who feel confident to solve problems and challenge themselves. Staff are aware of individual children's learning styles and next steps and utilise approaches and resources that support and develop these to enable them to make progress. Additional resources are used to maximise children's involvement with their learning, e.g. an interactive visual timetable of the school day, song choice board, Makaton signs.

Wave 2: Additional Interventions to enable children to work to their maximum potential

Some children with special educational needs and/or disabilities may require provision that is additional to or different from the universal support that is offered in Wave 1 to ensure they make progress. This may be a nursery-based intervention, such as a language group or an individualised behaviour plan. Alternatively, your child may be receiving intervention from an outside agency, e.g. speech and language therapy, the Early Years Autism Support Service or the Educational Psychologist, who may recommend specific resources or approaches that will support his/her learning. With your consent, this information is shared with the nursery staff so that this can be developed and implemented in school and is recorded using a 'Pupil Passport.' Examples of evidence-based interventions we use regularly at the Grove include attention-building activities such as TEACCH or Bucket Time, Intensive Interaction, planned sensory room play, People Games, commenting on play and support for toileting and managing transitions and routines. These interventions are delivered by the nursery staff and our team of support staff who work specifically with children with special educational needs and/or disabilities. Provision is coordinated and monitored by your child's Key Person and the SENCo and reviewed with you at regular TAC meetings.

Wave 3: Additional, highly-personalised interventions

A few children require an individualised curriculum that is specific to them to ensure they make progress. In this case, your child will usually have, or be awaiting, an Education, Health and Care Plan that sets out the long and medium term outcomes he/she is working towards, based on the information provided by the agencies that support him/her. You will have the opportunity to meet

regularly with your child's Key Person and the SENCo to plan and review the short-term targets that contribute to these long and medium term outcomes. Outside agencies will visit your child in nursery and provide information, support and if appropriate, resources for your child to use at school, e.g. mobility aids, communication aids, etc. Training is also provided for nursery staff to enable them to meet the health needs of children with serious medical conditions, e.g. tracheostomies, gastrostomies.

Your child will continue to receive Quality First Teaching, regardless of the wave of support they are accessing.

What specialist resources and approaches are available for my child with special educational needs and /or disabilities to access?

At the Grove we offer:

- Sensory room
- Soft Play
- assisted changing facilities
- wheelchair access throughout
- visual timetables and Now/Next boards
- access to a whole communication approach (Makaton, visuals, objects of reference)
- regular sensory play opportunities within the nursery setting
- We also work with outside agencies to provide specific resources for individual children who require them [e.g. standing frames, mobility aids]
- Personal Emergency Evacuation Plans and individual risk assessments as appropriate

We have members of staff who are trained to deliver the following evidenced based interventions: Makaton, TEACCH, Bucket Time, Intensive Interaction, People Games, PECS. We also arrange for staff to attend Speech and Language Therapy sessions and groups to observe the strategies used so that they can be replicated with individual children in nursery.

What outside agencies does the school work collaboratively with?

We regularly work with the following agencies to support individual children with special educational needs and /or disabilities; Southwark Autism Team, visual impairment team, occupational therapy, physiotherapy, hearing impairment team, speech and language therapy, educational psychology, KIDS, early help, social care, paediatric team. Whenever possible, we incorporate the targets professionals have set for your child into the provision we offer him/her.

What does the nursery do to promote children's social, emotional and mental health and wellbeing?

One of the prime areas of learning in the Early Years' Framework is Personal, Social and Emotional Development. Children are encouraged and supported to develop self-confidence and self-awareness, manage their feelings and behaviour and establish positive relationships with others. Your child's Key Person is conscientious in getting to know him/her and regular observations and assessments help to ensure early identification if there are any changes in his/her personal, social and emotional development that will then be discussed with you.

How does the nursery ensure my child's views are listened to and included?

Very young children with special educational needs and/or disabilities are often still developing their communication skills so expressing their views on provision the provision they receive verbally can be a challenge. We are exploring alternative ways we can support your child to share

his/her views meaningfully, e.g. using visual supports to indicate preferences. We also observe your child during interventions, recording his/her responses and we consult regularly with you as your child's representative.

How are children safeguarded at nursery?

We take our statutory responsibility to safeguard children extremely seriously. The nursery's safeguarding policy sets out in detail the expectations and procedures for this. Staff are fully aware of the needs of children with special educational needs and/or disabilities as a vulnerable group and consistently keep this in mind. If you have safeguarding concerns about any child, please talk to a designated member of staff as soon as possible. The designated staff are Rebecca Sherwood [Executive Head Teacher], Sue Howlett [Assistant Head Teacher and SENCo], Joy Ross [School Business Manager] and Sarah Maskell [Lead Teacher].

How does the nursery store my child's information?

All records are stored securely in line with the guidelines as stipulated in the Federation's Data Protection policy.

My child is moving to primary school. What arrangements are in place to support the transition?

When it is time for your child to leave the Grove, we implement a robust transition with the receiving school. Staff can also create a personalised transition book with photos of the setting to help prepare your child for the change. The SENCo makes sure that information about your child is sent securely to the primary school's special needs coordinator and liaises to ensure that he/she is fully aware of your child's additional needs. The Local Authority also employ a team of SENDIP [Special Educational Needs and/or Disabilities Inclusion Practitioners] who you can be referred to. They will work with you and your child to support the transition process.

What should I do if I have a complaint?

If you have any concerns or complaints regarding the care or welfare of your child, please speak to the Key Person, SENCo or Executive Head Teacher who can advise on formal procedures for complaint [see the Complaints' Policy.]

Where can I find out more information about special educational needs and/or disabilities in Southwark?

You can visit the Southwark Local Offer website at www.southwark.gov.uk/localoffer. The Local Authority are always keen to hear from parents and carers and, like the nursery, encourage you to get involved in shaping provision for children with Special Educational Needs and/or Disabilities.

All Southwark maintained schools adopt a similar approach in meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEN/D.) This is in accordance with the Local Offer and schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible educational progress. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND met in mainstream settings wherever possible, in accordance with the wishes of individual parents and carers.

Other useful websites

www.familylives.org.uk – for information and support for children and families with SEN/D

<http://www.autism.org.uk/> the website of the National Autistic Society

<http://www.talkingpoint.org.uk/> for information on children's communication



<http://www.ican.org.uk/> for information on language delay

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> legislation

Links with other Policies

SEN/D, Admissions, Transitions, Relationships, Health and Safety, Safeguarding, Complaints, Data Protection