



Caverstede Nursery School

SEND Information Report 2017-2018

Headteacher / Senco: Debbie Hayes Assistant Senco: 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 is 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 a 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 - British Sign Language, signing
- 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 Worker
- Assistant SENCo
- 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

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: Dr Janet Clarke who can be contacted through the school

Our approach is to:

- Plan for each child following the Early Years Foundation Stage curriculum. This can be seen by each child's individual plans and/or classroom planning
- Use the 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 SEN policy which is located on our website

How are parents involved?

We involve parents and carers by:

- Meeting regularly with parents (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, Assistant SENCo or Head teacher
- Holding an annual review for children with an Education, Health and Care Plan (EHCP)

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 SEN 'Drop In' sessions
- Tapestry online learning journal
- Email

We support your child's wellbeing by:

- Monitoring all children's individual well-being through ongoing observations
- 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 Learning Journal / Tapestry with 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 aids
 - Communication programmes
 - Autism awareness
 - Attention and Engagement
 - Intensive Interaction



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

SEN & Family Services, who offer respite care in the first ten working days of the Summer holidays for children with SEND

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.

- Speech therapy
- Physiotherapy
- Occupational therapy
- Sensory Support Service for Hearing and Vision
- Autism Outreach Teacher
- Social Care
- Early Help Assessment Co-ordinators
- Paediatricians
- School Nurse
- Community Nurses
- Manual Handling Assessor
- Educational Psychology
- Spurgeons Family Support
- Banardos Family Support
- Caverstede SEN & Family Services Support Worker
- Psychology Practitioners
- Health Visitors

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
- NNEB
- NVQ Level 3

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;

- SEND identification and intervention in EYFS
- Effective SEN practice
- Introduction to Autism



- Autism including PDA
- ADHD training for schools
- Sensory Processing
- Sensory Processing – theory and practice
- Intensive Interaction
- Attention and Engagement
- Speech and Language
- Unclear Speech
- Deaf Awareness Training
- British Sign Language
- TA Certificate: Supporting Deaf Children in the Early Years
- Attachment Theory
- Attachment
- Attachment, Trauma and Resilience: Promoting learning for vulnerable children
- Fine Motor / Pre-writing Skills
- Paediatric First Aid
- Care of Gastrostomy
- Gastrostomy training by Homeward Nurse
- Pump Feed training
- Jejunostomy update – Community Nurses
- Epipen
- Epilepsy Awareness
- Buccal Midazolam training by school Nurse
- Suction training – School Nurse
- Epilepsy Update – Community Nurse
- Manual Handling
- Early Help / Early Support
- Child Protection

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

We enable children to access all activities by;

- Being on one level within the school



- Using a range of communication aids including visual timetables, 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:

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
- Parent visit/s to the School (with supporting professional)
- Visits to the Centre 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 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 requested at Reception within the School.

Resource Allocation:

Our SEND budget is allocated according to:



- Local Authority School Funding Formula
- At a school level it is approved by the Governing Body

Funding is matched to SEND by;

- Budget decisions are made by the Head teacher and Governing Body

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](#).

For more information please see our Local Offer on the Caverstede website

This report will be reviewed Summer term 2019

