



Caverstede Nursery School

SEN Information Report 2016- 2017

Head of Centre / Senco: Debbie Hayes Assistant Senco: Katherine Pope

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Caverstede is a Local Authority Maintained Nursery School. We offer part time places for 40 children with Special Educational Needs /Disabilities (SEND).

Children with special educational needs / disability (SEND) are identified in the following ways:

- Children may be referred from other professionals involved
- We carry out ongoing assessments / observations of the children
- Concerns are raised by parents/carers, teachers, Key People or the child's previous settings

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

- Speech and communication issues
- Social communication difficulties
- Physical impairments
- Specific medical needs
- Hearing Impairment - British Sign Language, signing
- Sensory difficulties

Our environment includes:

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

Support for children with SEND:

The education plan for children with SEND will be explained to parents /carers and overseen by;

- Class Teacher
- Classroom Special Educational Needs Co-ordinator (SENCo)
- Assistant SENCo

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 SEN 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

Curriculum Concerns:

Our approach to differentiation 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

Partnership: Planning, Monitoring and Review:

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/carers, children and young people to discuss progress, to plan and review support, specific approaches and/or or programmes.

- We meet regularly with parents (usually each half term) to set and review individual targets for each child with SEND.
- We have 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, Assistant SENCo or Head teacher
- Annual review for children with an Education, Health and Care Plan (EHCP)

General Support for Wellbeing:

Our school offers pastoral, medical and social support to the children/young people 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 Behaviour policy)
- Boxall Profile – 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

Specialist Services/ Expertise Available:

We have specialist staff in the areas of:

- Experienced staff in all areas of disabilities including:
 - Communication aids
 - Communication programmes
 - 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

Outside Agencies:

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

The agencies used by the school during academic year 2016 – 17 include:

- Educational Psychology
- 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
- SCOPE
- Manual Handling Assessor

Training:

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 recently attended the following training:

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

- Autism
- Speech and Language
- Paediatric First Aid
- Care of Gastrostomy
- Epipen

- Child Protection
- British Sign Language
- Attachment
- SEND identification and intervention in EYFS
- ADHD training for schools
- Effective SEN practice
- Sensory Processing – theory and practice
- TA Certificate: Supporting Deaf Children in the Early Years
- Pump Feed training
- Epilepsy Awareness
- Manual Handling
- Gastrostomy training by Homeward Nurse
- Buccal Midazolam training by school Nurse
- Sensory Processing
- Attachment Theory
- Attachment, Trauma and Resilience: Promoting learning for vulnerable children
- Suction training – School Nurse
- Jejunostomy update – Community Nurses
- Epilepsy Update – Community Nurse
- Introduction to Autism
- Deaf Awareness Training
- Intensive Interaction
- Attention and Engagement

Accessibility:

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

Learning Environment

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

- Accessibility Plan
- High ratio of experienced staff
- Appropriate resources / furniture
- Electronic changing beds
- Sunken trampoline
- Wheelchair friendly environment
- A willingness to include everyone

We enable children/young people to access all activities by;

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

We involve parents and carers in the planning by;

- Regular communication and shared planning
- Care Plans

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

Transitions:

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

Transitions 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:

Transitions 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
- New Parent's Evening meeting
- 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

Transition from Caverstede to new school:

- We hold transition meetings with 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 2018