

Haven Nursery School and Children's Centre

Special Educational Needs and Disability Information Report

Haven Nursery School is a Local Authority mainstream nursery setting providing education and care for 2, 3, 4 year olds who qualify for nursery education grant or 2 year old funding

Within the Centre there is also day care provision paid for by parents:

- 'The Nest' is a 33 place setting providing full childcare for children aged 6 months - 3 years. The Nest is open from 7.45am - 6pm Monday to Friday 51 weeks a year offering a safe, friendly and stimulating environment for your child to thrive.
- We are also, able to provide free nursery places to eligible children as part of the 2 year old offer
- The fully inclusive nursery school provides 140 part-time places for children aged 3 to 4 in 'The Hive'. The Government currently funds 15 hours per week (during school term time) of nursery education for children from the term after their 3rd birthday. Additional (chargeable) hours are available to provide full daycare options for parents/carers from 7.45am - 6pm Monday to Friday 51 weeks a year There are also a limited number of stretched offer places available the 2 year old offer
- Haven is an SEND Hub and is a Resourced Provision for 10 full time equivalent (FTE) places which are allocated by the Local Authority. These are allocated within the Nursery. This provides 1 teacher and 2 nursery assistants and admin support in the inclusive setting. A defined sum of money will be allocated to special needs resources

1. How does the nursery know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Parents of children, who by the age of 2 or 3 are identified as having significant special needs by the Local Authority, may choose to send their child to Haven Resourced Provision. Their needs have been identified and additional funding is available within the Nursery.

Children attending as mainstream nursery entrants are identified as having SEND using a variety of methods:

- Home visits - Strong relationships are built with families from the beginning and home visits take place before your child starts nursery. Discussions about your child take place during the visit, and we learn about your child from you; any concerns you have can be shared with the key person and SENCo (Special Needs Co –ordinator)
- Once your child joins the nursery, time is spent observing learning and development. Your child is given time to settle, with a six week assessment period where staff learn all they can about your child. Observations are recorded and shared with you. If your child needs extra help or support this is discussed with you.
- Staff meet weekly to discuss all children with time provided every day for individual handovers with your child's key person.

- All nursery staff are trained and skilled practitioners. A dedicated Special Educational Needs team meet fortnightly to ensure all children across the nursery and centre have the highest quality provision. There is a SENCo in each area of the centre to ensure a consistent approach. If there are concerns about your child they are shared at this meeting.

2. How will the Early Years setting support my child?

- We've developed strong links with external agencies, including; Speech and Language Therapy Service, Physiotherapy, Occupational Therapy, Teacher Advisors for children with Physical Disabilities, Hearing and Visual Impairment and the Educational Psychologist. We support children with differing special educational needs and hold regular meetings with families.
- The nursery purchases Speech and Language Therapy time in addition to NHS Speech and Language Therapists working closely with staff to model and train good practice.
- Some children may access the Early Support Programme and will have 6 monthly review meetings to discuss progress and set targets. These meetings form part of the nursery review.

Who will oversee, plan, work with my child and how often?

- SENCo oversees all support and progress of children requiring additional support across the nursery. SENCo supports staff to set targets for individual children.
- A key person will work with your child to ensure progress is made across all areas of the curriculum.
- Practitioners support each child as needed either one to one or in small groups.
- Close working with every family on their journey at Haven – Individual Education Plans are shared with parent's each term and parents are encouraged to contribute to their child's learning on our on line Learning Journey 'Tapestry'
- Termly reviews held with Health, Teacher Advisors and Educational Psychologists

Governor Involvement and Responsibilities

- The SENCo reports to the SEN Governor and informs her of the progress of children with SEN.
- The SEN Governor meets with the SENCo regularly.
- Governors agree priorities for spending within the SEN budget.

3. How will the curriculum be matched to my child's needs?

What are the nursery's approaches to differentiation and how will that help my child?

- We value the uniqueness of your child and believe that each child has a right to a differentiated curriculum and to learn at their own pace and level.
- We use the Early Years Foundation Stage Curriculum as a guide for a child's development.
- We plan around children's individual interests and new skills are taught during one to one teaching time daily. These skills are then practised and embedded in our 'play to learn' time.
- Your child will be assessed through observations during 'play to learn time', small groups and individual one to one time. The nursery's Special Educational Needs Co-ordinator (SENCo) team support children who need some extra help.
- Resources are organised in levels of learning so that children can access resources that are appropriate to their stage of development. Their learning can then be extended when they are ready to progress. Specialist SEN resources are organised and differentiated to each child's needs. Specialist programmes are used to support children's learning, e.g. Makaton, Nursery Narrative, Special Time and PATHs.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be to discuss my child's progress?

How does the nursery know how well my child is doing?

- Time is set aside to speak with your child's Key Person or SENCo at the beginning of each session. We can discuss how your child is progressing and offer advice and practical methods to help your child at home.
- We use 'Tapestry' on-line Learning Journey to record your child's progress, and provide you with a unique password to access this at any time. A member of staff will help you with this.
- We believe your child's learning is a partnership between nursery and home. To involve you in your child's learning we keep communication channels open, via daily face-to-face meetings, texting, phone calls, Facebook, e-mail, parent's meetings and website.
- If your child has SEN they will have an Individual Education Plan (IEP), the IEP is assessed and shared with you at a review meeting with the Key Person, Speech and Language Therapist and SENCo. If your child has not met IEP targets this is discussed with you and broken down into smaller steps to ensure your child can reach them.
- If your child has a complex need an Education Health Care Plan (EHCP) or Inclusion Partnership Agreement (IPA) will be discussed with you and initiated if needed, ensuring your child receives appropriate support.
- We measure progress against age related expectations.
- SEN children living over 2 miles away and receiving transport are provided a home/School Link Book.
- SENCo: k.hooper@haven.hants.sch.uk Tel:01329232095

5. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the nursery?

- We are an inclusive nursery; we welcome and celebrate diversity. We believe that children having high self-esteem are crucial to their well-being. Each child has a key person, responsible for the care, emotional and physical needs of the children. The key person is your first point of contact and liaises closely with the SENCo.

How does the nursery manage the administration of medicines?

- The nursery has a policy on the administration and managing of medicines.
- The majority of staff have a paediatric first aid qualification. Staff are also trained to administer Epi-pens, manage epilepsy and tube feeds if needed. Children are given individual care plans where needed. Staff have regular training and updates of conditions and medication affecting different children so medical conditions can be managed.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a nursery we have a very comprehensive behaviour policy in place available for all parents to read.
- Attendance of every child is monitored by the key person on a daily basis. We encourage children to arrive on time.

How will my child be able to contribute their views?

- Our IEP's are child friendly and shared with parents.
- An annual questionnaire actively seeks the views of children.
- Children build a strong relationship with their key person so they feel able to share their views.
- Planning is linked to children's individual interests. Children's ideas are encouraged and valued.

6. What specialist services and expertise are available or accessed by the nursery?

- The nursery is an SEN Hub with a 10 FTE place resourced provision.
- Our SENCo has Qualified Teacher Status with SEN specialism.
- The SENCo team across the centre consist of trained staff that have undergone a wide range of SEN training.
- As an SEN Hub we work closely with external agencies including Educational Psychologists, Occupational Therapists, Physiotherapists, Social Workers, Health Visitors, Paediatricians (who meet with us to discuss the children termly) and Specialist Teacher Advisors, Specialist Nurses, The Thomas Outreach Worker is based at the Centre. Speech and language therapists are in nursery weekly. The Gosport Early Support Co-ordinator is based in the Centre.

- A Governor is responsible for SEND and meets regularly with the SENCo. They report to the Governors to keep all informed.
- The Governors agree the priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.
- Outreach support is provided to other pre-schools.

7. What training have the staff supporting children with SEND had or are having?

- Staff have received training in Makaton, Visual Structures, Intensive Interaction, Special Time, speech and language development, visual and hearing impairment, physical disabilities, behaviour management, PECS, PATHS, Thomas training, Moving and Handling, Child Protection and Safeguarding. Medical training, e.g. tube feeding.
- Staff are nominated as 'Champions' and have a specialisms in different areas such as Makaton and Autism. They keep updated with new initiatives, attend regular training and cascade this to all staff.
- The SENCo team meet fortnightly and staff training is discussed.
- The nursery works closely with parents and outside agencies to learn new skills to support all children with additional needs.

8. How will my child be included in activities outside the nursery including trips?

- We aim for all children to be included on nursery trips.
- Most outings undertaken are within our local area. Each year there is trip to a farm by coach. Letters are sent to parents and individual discussions can take place. We use parents, students to help as well as staff, with one adult to two children unless one to one is required.
- A risk assessment is carried out prior to any off site activity.
- Forest School events take place termly and all children and families are invited to these. The forest area is risk assessed daily.
- The parent forum organise various events to fund raise throughout the year to which all children, family and friends are invited.

9. How accessible is the nursery environment? (Indoors and Outdoors)

- The centre is wheelchair accessible with a disabled toilet large enough to accommodate changing.
- There is a fully accessible hygiene room for children aged 0-3 years and for children aged 3-5 years.

- Both nurseries are on one level with ramps at specified fire exits.
- The environment has been adapted for children with visual and hearing impairments and for children with disabilities.
- Paths have been adapted outside to ensure all children can access areas such as the allotment and the forest.
- English as a second language is supported by EMTAS (Ethnic Minorities and Travellers Achievement Service) who assist us in supporting our families with English as an additional language.

10. How will the nursery prepare and support my child when joining the nursery and transferring to a new school?

- All families receive a home visit from the child's Key Person and SENCo
- The settling in process is discussed with the family on the home visit. This is flexible and discussed after every visit to nursery to ensure child has a smooth and happy settling in experience.
- Photographs of the child's key person are given to each child.
- When children are preparing to leave nursery a careful transition programme is put in place which starts with a transition meeting with the feeder school. External agencies are invited. A transition plan is put in place. The school are invited to see your child in nursery and share the strategies in place. The child's Key Person will support your child when visiting their new school
- An Inclusion Partnership Agreement (IPA) is set up in collaboration with the feeder school if a child needs additional support.
- Information is shared with the feeder school that is relevant to the transition. Your child's on line Learning Journey may be shared.

11. How are the nursery's resources allocated and matched to children's special educational needs?

- All children receive 15 hours a week of free early years education the term following their third birthday
- The nursery includes children who are in receipt of two year old funding which is accessible to families with SEN children
- Additional funding can be claimed for children with SEND. This funding is used to ensure each child can access the nursery environment, have one to one support where needed and purchase specialist resources and equipment.
- There are twenty places (10 FTE) for children in the resourced provision which is funded by the Local Authority.
- We ensure that all the children who have Special Needs are met to the best of the nursery's ability with the funds available.

12. How is the decision made about what type and how much support my child will need?

- The SENCo and key person will discuss the child's needs and what support will be appropriate.

- Decisions are made through consultation with all parties involved and with the parents
- The SENCo draws up an IEP for your child which is reviewed regularly to ensure progress is being made. A meeting is held with parents each term to discuss their child's progress. At this review the impact of the support will be assessed and moderated.
- Monitoring of progress is carried out termly and recorded to ensure that progress made is being in all seven areas of the Early Years Curriculum.

13. How are parents involved in the nursery? How can I be involved?

- The Governing Body. There are places for parent governors.
- Parents are involved in decision making from the start. This discussion begins on the Home Visit and continues with your child throughout their time in nursery.
- Joint training for staff and parents takes place throughout the year and parents can attend appropriate courses which are provided by the Children's Centre. Outreach workers provide support in the home.
- Regular parent workshops are held.
- Questionnaires are distributed to all parents each year providing you with the opportunity to evaluate and comment on the nursery.
- Parent volunteers are welcomed.

14. Who can I contact for information?

- Parents can talk to their child's key person at any time regarding day to day concerns
- Parents can also share concerns with our nursery lead practitioners and SENCo. Confidential meetings can be arranged.
- Parents can request a meeting with the Head of Centre to discuss any concerns confidentially if they do not want to talk to the key person or SENCo
- Look at the SEN policy on our website
- Contact Parent Partnership www3.hants.gov.uk/parent-partnership

Who should I contact if I am considering whether my child should join the nursery?

Contact the nursery admin team to arrange a visit with the nursery SENCo

Tel: 01329 232095 adminoffice@haven.hants.sch.uk