



'...where children's learning is celebrated.'

Special Educational Needs and Disability Information

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Our Setting

Taywood Nursery School is a Lancashire Authority Maintained Nursery School which has been providing nursery education and care since 1932. We provide places for 2-4 year olds who are in receipt of the 15 hours/30 hours government funding, as well as providing sessional and full day care places for children aged from 3 months to 4 years for 51 weeks a year, according to the needs of the parents. The school is led by a Headteacher who is also the SENCo. The school has a full time teacher. The SENCo is supported by a Level 3 Early Years Practitioner as the Deputy SENCo. They are supported by up to 20 Early Years Practitioners who are mostly qualified to at least Level 3 in childcare, many of whom have experience of working with children with additional needs.

The setting is organised as follows:

- Seedling Room for up to 9 babies aged 0-2 years. This is a homely and loving environment where each child is nurtured.
- Orchard Room for up to 25 children aged 2-3 years.
- Willow Room for up to 39 children ages 3-4 years.
- Rainbow Room for children who may require 'additional to, or different from' support.

The practitioners at Taywood are particularly experienced in working with children with a range of communication difficulties such as delayed speech and language development and children who have an Autistic Spectrum Disorder (ASD), however, we can provide for a range of needs as outlined in the SEND Code of Practice (2015)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

All practitioners assess, plan and teach children with SEN with the support of a teacher. We encourage success and participation for all children and liaise closely with parents and other professionals to ensure that our provision meets the needs of the children.

The SEND Governor is aware of the processes that are in place to support children with special education and additional needs and the SENCo reports at least annually to Governors informing them of the types of support that children with SEN are receiving.

Early identification - what should I do if my child needs extra help?

At Taywood, we recognise the importance of the early identification of children with SEN and work closely with parents to decide on the most appropriate support for their child. Children's progress and attainment are reviewed termly against age appropriate milestones. Progress is monitored to identify children who are not making expected progress. This information is

discussed with the SENCo, the Key Person and parents in order to decide how best to meet the child's learning needs.

For those children who begin nursery with previously identified needs, we ensure that these needs are assessed in relation to our setting and that any previous targets or actions are continued. We work closely with the family and other professionals that have previously supported the child or family to meet each child's learning needs.

Taywood Nursery School practitioners are committed to treating everyone as individuals. We value diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. Where a child has been identified as having needs which are 'additional to or different from' other children of the same age, the SENCo will liaise with the key person and parents to identify the level of need and agree support in terms of interactions and/or resources for the child. The SENCo will also facilitate external agency involvement if required. The school's SEND Policy clearly sets out the graduated response the school follows.

The school has good links with other professionals who can advise appropriate strategies and resources, for example speech and language therapists who are working with children with communication and interaction needs; Specialist Inclusion Teachers and Educational Psychologists for children with behavioural and complex needs and Specialist teachers for advice on working with children with hearing or visual impairments. We also liaise closely with the Health Visiting team and Healthy Family Practitioners for ongoing information regarding the well-being of the child and family.

If you think that your child may need extra help with any aspect of their learning or development, please discuss this with your child's Key Person or the SENCo.

Jennifer Slater- head@taywood.lancs.sch.uk

Consulting Children

All staff are aware of how to use observation to adjust the environment for individuals or groups so that all children are provided with the best opportunities to access their learning.

Observing and listening to children is an integral part of our practice and it is mainly through our observations that a child's fascinations, knowledge, skills and characteristics of learning are recorded. Our planning of activities, opportunities and experiences comes from these observations of the children at play and our curriculum intent. This knowledge of the child is used to inform their One Page Profile.

Partnerships with Parents

We aim to establish close partnerships with parents which begin with each child having a named Key Person. Our flexible induction processes allow time for parents to share information about their child with the Key Person. Termly Progress data is shared with parent and Parents' Meetings are offered on a termly basis. Any concerns about a child's progress are shared with parents as soon as possible.

Our Early Help Lead, Claire Farr can be contacted on c.farr@taywood.lancs.sch.uk, who can support parents if needed and signpost to relevant agencies. We always seek parental permission before approaching other professionals and outside agencies for information.

When a child is identified as needing additional support, SENCo, in consultation with the Deputy SENCo and parents, will write a 'Targeted Learning Plan' (TLP). This would include clear targets and strategies for support that can be carried out at home and at school. We believe that any support for the child is a shared process between home and school. It may be also be helpful to complete an Early Help Assessment which is used to support children with significant and complex additional needs who need specialist support from across education, health and social care. This form is completed jointly by nursery staff and parents working together. More information around Early Help Assessments can be found here

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>

Once a child is receiving additional support we keep parents fully involved in any decisions and provide copies of their targeted learning plan and any reports from the Specialist Inclusion teacher. We seek parents' views each time targets are reviewed and invite parents to discuss what the next targets might be for their child.

When an Early Help Assessment is in place, meetings are arranged by the Lead Professional, usually the SENCo, to review a child's progress and discuss the family or child's needs. These are called Team Around the Family (TAF) meetings and all professionals involved are invited to attend. We hold regular Stay and Play sessions, where parents/ family members are invited into school to engage in learning based sessions or special event activities with their child.

Our website also provides useful information and links to children and families at home, as well as become involved with learning opportunities. Displays and noticeboards around school also signpost parents to external support, such as Tay Street Family Hub.

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

We follow a curriculum based on the seven areas of learning in the Early Years Foundation Stage (EYFS) and recognise that each individual child has their own learning needs and interests and every child is unique. Practitioners use observations to ensure that these are identified, recognised and met through the teaching in continuous provision and group times.

Where a child's needs can be met through a differentiated curriculum, this will be provided for them by the nursery; observations and records will ensure that the child's needs continue to be met. We use a provision map to outline the strategies and approaches used to support children at each stage of provision. This can be found on our school website.

Strategies used to enable access for all children to the curriculum include:

- Makaton (a form of sign language), which is used to support communication and interaction
- picture symbols and photographs to help children's understanding and ability to communicate
- differentiation to match language / activities to the ability of the child;
- grouping children according to their needs to provide a structured intervention programme;
- use a range of teaching styles and strategies to meet the learning styles of individual children;
- use of specialist equipment e.g. for mobility difficulties or sensory impairment
- use of positive behaviour modification strategies e.g. reward charts
- a planned timetable of 1:1 or small group sessions in the Rainbow room
- relevant supervision meetings and training for staff
- identification of vulnerable children who may miss their targets for learning
 - implementation of a TLP
- small group intervention programmes such as those to develop children's fine motor skills (dough gym, funky fingers) or for children with speech and language programmes

When a child is identified as needing support that is 'additional to, or different from', a 'Targeted Learning Plan' (TLP) is put in place co-ordinated by the SENCo. This would include clear targets and strategies for support that can be carried out at home and at school. Targets are taken from the *Early Years SEND Toolkit: Assessment, Tracking and Target Setting (2022)* as well as from external agencies, such as Speech and Language or Specialist Teachers. These are planned and reviewed regularly with parents to ensure their child is making progress and to establish that the most appropriate teaching strategies are in place.

Where a child has an Education, Health and Care Plan (EHCP), there will be a six-monthly review held, taking into account the views of the child, their parents/carer and all other professionals involved with the child.

How accessible is the school environment?

The building is fully wheelchair accessible, including an accessible parking space in the car park. Some outdoor grassed areas are not accessible by wheelchair. There are accessible changing and toilet facilities for adults and children. Most furniture is free standing and so can be moved in order to accommodate the needs of children as required. The children's environment both indoors and outdoors is safe and secure with level and sloping areas. Resources are available at different heights and are clearly labelled. Resources are appropriate for the age and stage of development of children within the age group; equipment can be shared across the rooms if required. The environment is light, neutral and clutter-free. There are regular enhancements to the areas reflecting children's interests and learning needs. Children are encouraged to access resources independently both inside and outside.

Resources and Support

Specialist advice or resources are accessed when required and the setting has good relationships with the Speech and Language Therapy service, the Early Years Specialist Inclusion Teacher and other services such as Educational Psychology, Physiotherapy and Occupational Therapy.

We always seek parental permission before approaching other professionals and outside agencies for information. We often contact the child's Health Visitor or Family Support Worker for ongoing information regarding the well-being of the child and family.

Our provision map outlines how our support and resources are allocated. Additional funding is dependent on a child's development being significantly below age related expectations in some or all areas as well as any longer term needs. Additional funding may be used to purchase suitable resources or provide additional time and advice from the Specialist Inclusion Teacher / support from a specialist practitioner.

Staff Training

Staff training and professional development is planned into our training cycle as a whole school. The Headteacher holds Qualified Teacher Status and has achieved an NPQSL and NPQH. The Headteacher works closely with the Specialist Teacher for personal professional development and attends regular network clusters. The National Award for SENCo will be undertaken following the response to changes in this training within 3 years of this report.

Practitioners access training to update their knowledge and skills in relation to any of their key children with additional needs as required. Practitioners are supported to share their observations and discuss teaching strategies through regular discussions. There are opportunities to develop practitioner skills and understanding through Supervision meetings which are held each term.

Monitoring of teaching and learning takes place on a termly basis; this is carried out by the Senior Leadership Team. We currently access support from a Specialist Inclusion teacher and speech and language therapists.

We are particularly experienced in working with children who have additional speech or communication needs and also children who have an autistic spectrum disorder.

Transition to Primary School

Our children transfer to a variety of primary schools, who are contacted via, email, telephone or visits to the setting.

The SENCo will also arrange meetings for parents and primary school staff for those children whose additional needs require more detailed discussion and planning. With parental consent, targeted learning plans and relevant reports are shared with the school. A SEND support plan may also be completed for transition to school for those children who do not have an Education and Health Care Plan (EHCP) We prepare children by talking about their new schools, dressing up in different school uniforms, looking at school websites/photos etc.

Further Information

If you would like to discuss something about your child, please speak to your child's Key Person in the first instance, who will promptly arrange a discussion with the SENCo. Alternatively, please contact the SENCo directly by email at head@taywood.lancs.sch.uk.

Please look at the nursery noticeboards as these may include information about support groups and websites that might be useful.

You can access Lancashire's SEND local offer at <https://www.lancashire.gov.uk/SEND/>

This webpage brings together information that is helpful to children and young people aged 0-25 and their families such as information about advice services, charities, disability groups and nurseries and includes activities for children and who have additional needs like cinema screenings, evening clubs during the week and events throughout the school holidays.

There is also a Facebook page 'Lancashire Local Offer'. The Family Information Network Directory (FIND) newsletter for families of children with SEND is available to download from

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>