

SEND School Information Report Surbiton Children's Centre Nursery School - Autumn 2020

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Surbiton Children's Centre Nursery has a provision for children of nursery age with Social Communication Difficulties and Autism Spectrum Conditions. The provision caters for 14 children. There are 10 places in Green Class and 4 places in our Supported Outreach placement based in the mainstream classes. The children in the provision receive additional support from specialist staff in the form of small group activities and one to one support. The provision children also have access to a Speech and Language Therapist and an Occupational Therapist who visit Green Class on a weekly basis.

Learning for children in the provision is personalised to meet their individual needs. Where appropriate children are individually supported to access the mainstream classes to learn alongside their peers. The provision caters for 14 children per year group and the places are allocated by the Local Authority. If you wish to visit the provision, please contact the school office to enquire about visit dates. If you are concerned that your child has special educational needs, we are keen for you come and share your concerns with the class teacher. If we identify difficulties, we will want to discuss them with you as soon as possible so that we can act together.

All Kingston maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and / or Disability being met in a mainstream setting wherever possible, where families want this to happen. Information about how Kingston supports children with SEN (called their local offer) can be found on their website <https://www.afclocaloffer.org.uk/>.

Surbiton Children's Centre Nursery is a mainstream nursery school for children aged 2 –5 years. We have a Specialist Resource Provision for up to 14 children with social communication difficulties and/or diagnosis of an Autistic Spectrum Condition (ASC).

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Places to this provision are allocated by the Local Authority. Here at SCCN we aim to create a learning environment which promotes challenge, encouragement, acceptance, respect for achievements, and sensitivity to individual needs. Also acknowledge the importance of awe, wonder and joyful fun in all the learning experiences for all our children. We identify those children with special educational needs as early as possible and quickly devise plans and strategies to meet their needs. These are monitored regularly with parents in line with our Special Educational Needs Policy What is Special Educational Needs? A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEN CoP 2015)

Children with Special Educational Needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to others.

Surbiton Children's Centre Nursery has a dedicated full time SENCo. This post is currently held by Claire Brooker. If you would like to contact the SENCo, please do so by emailing senco@sccn.rbksch.org or telephoning the School Office on 0208 390 2555 and Claire Brooker SENCo will respond as soon as practically possible.

Parents can find more information about Local Authority provision for children with SEND at <https://www.afclocaloffer.org.uk> Surbiton

The school does not allocate places within the Specialist Resource Provision, this is done by the Local Authority's Social Communication Team. Please contact Hannah Webber: hannah.webber@achievingforchildren.org.uk for further information.

Special Educational Needs are broadly defined by the following four areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical needs

At SCCN we embrace all children's strengths and we strive to build on these to develop all children's learning based on success. Inclusion of all children irrespective of need is a fundamental guiding principle of the school. It is a privilege to support all children especially children with an additional need. We adapt our approaches to learning to ensure equality of access which then supports progress in all children. Our partnership with parents develops a holistic approach to learning which is fundamental to future success of all our children. Our inclusive ethos benefits all children and develops a lifelong acceptance of difference and positive attitudes.

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Who are the best people to talk to Surbiton Children's Centre Nursery about my child's difficulties? Class teacher, leading practitioners, SENCO or EYFS leaders (see staff list for details)

The SENCO is Responsible for:

Developing the school's SEN policy to make sure all children get appropriate support and high quality teaching. Coordinating all the provision for children with special educational needs or disabilities (SEN) Ensuring that parents are:

1. Involved in supporting your child's learning
2. Kept informed about the support your child is getting
3. Involved in reviewing your child's progress
4. Supported through other agencies such as your GP, local charities and support organisations, the local authorities information, advice and support service.
5. Liaising with external agencies who may be coming into school to help support your child's learning, for example, the Speech and Language Therapist, Educational Psychologist or Occupational Therapist.
6. Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
7. Providing specialist guidance to colleagues in the school so they can help children with SEN in the school achieve the best progress possible.
8. Liaising with potential next providers of education to ensure a smooth transition is planned.

Class Teacher Responsible for:

1. Quality first teaching that meets the learning needs of all pupils.
2. Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) in agreement with the SENCo
3. Writing Individual Educational Support Plans, with the SENCo and sharing and reviewing these with parents at least once each term and planning for the next term
4. Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress; this may involve the use of additional adults, outside specialist help and specially planned work and resources
5. Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

Head Teacher Responsible for:

1. The day to day management of all aspects of the school, this includes the support for children with SEN
2. Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN

SEN Governor Responsible for:

1. Making sure the necessary support is made for any child who attends the school who has SEN
2. What are the different types of support available for children at Surbiton Children's Centre Nursery.

Outlined below are the different types of support that are offered to children with SEN. Quality First Teaching for your child, this means:

1. The teacher has the highest possible expectations for your child and all pupils in their class
2. All teaching is based on building on what your child already knows, can do and can understand.
3. Different ways of teaching are in place so that your child is fully involved in learning in class; this may involve things like using more practical learning.
4. All children at SCCN should be getting quality first teaching as a part of excellent classroom practice

Specific small group work for your child, Nurture groups this means:

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. Programmes of support will be put in place on a short term basis to help your child to 'catch up' This may be run in the classroom or in the shared area and run and lead by a teacher or most often a Teaching Assistant or Learning Support Assistant using the teacher's plan. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. Adaptations to the environment are embedded throughout the nursery for example the 'TEACCH approach' to learning using visual support and designated work /play areas. Quiet rooms are also used for 1:1 work and small groups where possible.

Highly personalised support, called Special Educational Needs Support For your child, this means: In consultation with you, your child will have been identified by the Class Teacher and SENCo as needing extra specialist support in school instead of, or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan the focused support for your child through writing individual targets as part of a Pupil Educational Support Plan. This is part of our joint commitment with parents to follow the Assess, Plan, Do, Review Cycle on a termly basis. Personalised support through specific strategies (which may be suggested by the SENCo or specialist professional) are in place to support your child to learn and make progress. A Learning Support Assistant or Teacher will run these small group sessions using the Teacher's plan. You may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist to help the school and yourself understand your child's particular needs in order to provide focused support. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class, for example, some individual support or changing some aspects of teaching to support them better. Support to set better individual targets for your child, which will include their specific expertise. A group run by school staff under the guidance of the outside professional, for example, a social skills group. A group or individual work with the outside professional. Eg a Speech and Language Therapist. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. This is called Special Educational Needs Support (and replaces School Action and School Action Plus).

Specified Individual Support

This support is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the Class Teacher and SENCo as needing a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN Support. For your child this means:

1. The school (or you) can ask the Local Authority for an Education, Health and Care (EHC) needs assessment for your child
2. This is a legal process which sets out the amount of support that will be provided for your child
3. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a EHC assessment
4. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
5. After the reports have all been sent in, the Local Authority will decide if your child's needs require an EHC Plan in order to make good progress
6. If this is the case, they will write an EHC Plan If this is not the case, they will ask the school to continue with Special Educational Needs Support and also set up a

meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible

7. The EHC Plan will outline long and short term objectives for your child and what support they will receive in order to achieve these outcomes. This type of support is available for children whose learning needs are complex and lifelong.

How will the school let me know if they have any concerns about my child's learning in school? If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to: Listen to any concerns you may have. Plan with you any additional support your child may receive. Discuss with you any referrals to outside professionals to support your child's learning Agree targets for the Individual Support Plan. Over an agreed period of time, the school will deliver the additional support and arrange a review meeting with parents to discuss:

1. The effectiveness of the support
2. Progress towards the agreed targets or outcomes.
3. Set new targets if required.

Where appropriate, we will also have a conversation with your child about their learning and fully involve your child in agreeing the desired targets/outcomes and how we will achieve them.

How is extra support allocated to children?

The school budget, received from Kingston Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including: The children getting extra support already The children needing extra support The children who have been identified as not making as much progress as would be expected . The Head Teacher and the SENCo decide what resources, training and support is needed via a Provision Map All resources, training and support are reviewed termly by the Head Teacher and SENCo and changes made as needed.

Other professionals at Surbiton

Who are the other people providing services to children with SEN?

At Surbiton Children's Centre Nursery we work in partnership with a range of professionals in order to support children with SEN.

- 1 Speech and Language Therapy
2. Educational Psychology Service
3. Sensory Service for children with visual or hearing needs

How are the teachers in school helped to work with children with SEN and what training do they have?

1. The SENCo will support the class teacher in teaching children with SEN
2. The school has a training plan for all staff to improve the teaching and learning of children including those with SEN, this involves whole school training on SEN issues such as Autism and Speech and language difficulties
3. Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class

How will the teaching be adapted for my child with SEN?

1. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met
2. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary
3. Specific resources and strategies will be used to support your child individually and in groups
4. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs

How will we measure the progress of your child in school?

1. Your child's progress is continually monitored by his/her class teacher
2. Your child's progress is reviewed every term
3. Information is shared with you every term at review meetings In addition: For children at SEN Support, they will have an Individual Pupil Support Plan that will be reviewed with your involvement, every term.

The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved in the child's education. The Teacher and SENCo will also check that your child is making good progress within any individual work or in any group that they take part in. The effectiveness of the school's provision for pupils with SEN is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team. This includes: Termly pupil progress meetings which involve all aspects of the; assess, plan, do, review cycle. Learning walks and performance management observations

What support do we have for you as a parent of child with an SEN?

The class teacher and the SENCo are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns or worries you may have. All information from outside professionals will be discussed

with you with the person involved directly, or where this is not possible, in a report. Individual Educational Support Plans will be reviewed with your involvement each term. For children at SEN Support, they will have an Individual Educational Support Plan that will be reviewed with your involvement, every term. The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved in the child's education SENCO will also check that your child is making good progress within any individual work or in any group that they take part.

The effectiveness of the school's provision for pupils with SEN is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team. This includes: Termly pupil progress meetings Learning walks and performance management observations. Termly visits from the School Improvement Partner.

What support do we have for you as a parent of child with an SEN?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report Individual Pupil Support Plans will be reviewed with your involvement each term. The SENCO will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs. Support and Information about SEND outside of school can be accessed through: SENDIASS/Kids at www.kids.org.uk richmondandknigstonkids@org.uk

How is Surbiton Children's Centre Nursery accessible to children with SEN?

At SCCN we strongly believe in fulfilling our statutory requirement to be an inclusive school. The school site is fully accessible to children with physical disability. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEN. Extra-curricular activities are accessible for children with SEN.

How will we support your child when they are leaving this school?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that transition to another school is as smooth as possible: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible, with your permission. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. 14. How does the school ensure that children with additional needs are considered fairly during the application process? All children's applications to Surbiton Children's Centre Nursery are considered fairly and with the same process, regardless of the child's needs. Please refer to the school's admissions criteria and SEND policy for further information.

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Updated Annually by SENCO/Head