



Support for Children with Special Educational Needs and Disability (SEN Report) 2019 / 2020

As part of their statutory duties, schools are required to publish a Special Educational Needs and Disability (SEND) Information Report regarding SEND at the Nursery.

In accordance with the Special Educational Needs and Disability (SEND) Code of Practice 2014, this report includes information on: the implementation of the nursery's SEND policy in 2020; the nursery's arrangements for the admission of children with SEND; the steps being taken to prevent children with SEND from being treated less favourably than others; and the facilities provided to enable access to the school for children with SEND.

This report should be looked at, together with:

Stockport Metropolitan Borough Council Local Offer for children and young people with SEND, which can be accessed via the following link:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Introduction

Type of School	Mainstream Local Authority Maintained
Maintained Nursery School with 2 year old entitlement provision <ul style="list-style-type: none">• 8 place Resource Base plus additional places in the resource base	15 hour funded nursery places 30 hours funded nursery places Additional hours available Before and After wrap around nursery places

At Hollywood Park Nursery School and Resourced Provision we believe that all children from the local community have an entitlement to attend a local nursery, to make and maintain relationships with and be seen as an equal member of that community. We celebrate the fact that all children are unique, have something to offer and have individual needs. In light of this, we believe they are entitled to care and a curriculum that promotes progress in a way that is developmentally appropriate to the individual.

Hollywood Park Nursery School is an inclusive school, we welcome all children and families irrespective of any additional needs they may have. Within our nursery we have a resourced provision to support eight children with physical or complex medical needs as well as children on mainstream places with complex medical and physical needs. We will work with other agencies and professionals to ensure we have the necessary skills and resources to meet each child's learning and development needs.

The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

What are Special Educational Needs and Disabilities?

Some pupils require additional or different support in order to meet their particular needs. Last year 23 children were receiving this support in a wide range of ways at Hollywood Park Nursery School and Resource Base (20 in the resourced provision and 3 in the nursery). This number is continually monitored and updated throughout the year. Once identified as having SEND, pupils are placed on the Special Educational Needs (SEND) register. They include pupils with one or more of the following areas of need:

- ✓ *Communication and Interaction, e.g. pupils with speech and language difficulties;*
- ✓ *Cognition and Learning, e.g. children with moderate learning difficulties or a specific learning difficulty such as dyslexia;*
- ✓ *Social, emotional and mental health e.g. pupils on the autistic spectrum or those who need support with managing their feelings and relationships with others;*
- ✓ *Sensory and/or physical disabilities.*

Identifying children with SEND and assessing their needs:

Our Special Educational Needs and Disability (SEND) Policy sets out how we identify, assess and plan to meet the needs of children identified as not making sufficient progress or as having additional needs (with or without a diagnosis).

Some children who attend our nursery will have had additional needs

identified at birth or by a Health Visitor and/or are in the process of getting a diagnosis.

Other children may join our two year old provision and their needs are picked up at the 2 year old, integrated check (Nursery and Health Visitor joint assessment).

In our 3 year old provision, parents are invited to discuss any concerns they have regarding their child's development during new parents' meetings and child focus and time to talk termly meetings.

As we may be the first educational setting accessed by the child and family, it is also likely that additional needs may be identified by Nursery staff. The person with responsibility for the co-ordination of provision to support children with Special Educational Needs and Disability, also referred to as our **SEND Co-ordinator**, is **Catherine Armstrong**. Parents wishing to find out more about SEND provision at Hollywood Park Nursery School are actively invited to speak to Catherine Armstrong who is also the Headteacher.

Consulting and involving children, mums, dads and carers.

When we identify that a child may have barriers to learning or additional needs parents /carers will be invited to a consultation meeting with their child's Key Person and the Nursery SEND Co-ordinator to agree a plan of action that will be focused on supporting the child and family to make progress in the areas of concern. This plan will include differentiated learning in the form of an intervention (group or individual), SEND Support Plan and where appropriate, a referral to an outside agency such as Speech and Language, Occupational Therapy, Physiotherapy or Educational Psychology.

It is important to all staff at Hollywood Nursery that pupils are listened to and their pupil voice is then taken into account. Given the age of the children in Nursery, this takes the form of observations focused on the identification of the kinds of activities that interest the child; these are then recorded using Development Maps- Learning Journeys

Assessing and reviewing children's progress towards outcomes

Arrangements for assessing and reviewing children's progress towards outcomes, will be planned at appropriate intervals. Alongside the children's regular observations and assessments, targets on the children's support plans will be reviewed around 8 weeks, depending on the nature of the target. During the Autumn Term:- Transition Review Meetings are arranged with parents and professionals involved, we discuss their needs, where the family would like to go for Primary School and a decision is made whether to initiate an Educational Health Care Assessment for an Educational Health Care Plan (EHCP). Data analysis and consultation with parents enables us to evaluate the effectiveness of our SEND provision.

Evaluation of the effectiveness of the provision made for children and young people with SEND takes place through the regular reviews of their Personalised / Individual Support Plan and the termly progress monitoring that takes place for all children. Additional information about the progress of children with SEND is gained through the use of a 'small steps tracker'- B-Squared.

Supporting children moving between provisions, phases and schools.

At Hollywood Park, steps are taken to ensure that any transition between phases or settings is well planned for and as smooth as possible.

When children with identified SEND start Hollywood Park Nursery School from home or another setting:

- The child and family are encouraged to visit the setting in advance; and
- A pre-placement meeting (with the parents, SENCO and other allocated professionals) may be had in addition to a home visit.

When moving between age-based rooms in nursery:

- Information, perhaps in the form of a one page profile, will be passed on to the new Key Person in advance;
- Any Personal/Individual Support Plan will be shared with the new Key Person, who will in turn share with the staff team; and

- Visits to their new room are provided to help them in their understanding of moving to a new room.

When leaving Hollywood Park for another setting:

- A meeting is organised with the parents and the new setting's SENCO and/ or Class Teacher/Key Person to share important information;
- In consultation with parents, further information is shared with the new setting;
- Encouraging staff from the new setting to visit the child in the nursery;
- Visits to the new setting with the parents and Key Person are arranged; and
- For some children, personalised transition books with photographs and information about the new setting are made for them.

Transition arrangements will be planned well in advance for children with SEND moving from another Nursery or Childcare setting and for those children moving from Hollywood Park Nursery School to Primary School. This involves face to face meetings between current and welcoming settings, parents and any other professionals involved. All attendees are invited to contribute to the One-page Profile which contains details about the child and their unique needs and celebrates their progress. This document is then sent with the family and new setting.

Our approach to teaching children with SEND.

We consider that good practice for children with SEND is good practice for all children and aim to offer challenging and rich learning experiences in all areas of development for all children, including those with SEND. We aim to integrate children with SEND as much as possible, as much as this is useful to them. Support, as far as possible and where appropriate, is offered in the classroom and as part of usual classroom routines, in mixed groups, rather than separately.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual children to ensure access to children at a range of developmental stages. This means children can take part in an experience at different levels and in different ways.

We use the Graduated Approach to Supporting Children with Additional needs and use the 'plan, do and review' cycle when assessing the children. This cycle is termly reviewed.

We plan particular experiences to support children with SEND to make progress and to reach the targets agreed in their Personalised / Individual Term Plans. As much as possible we offer these in mixed groups with or alongside children developing at age-expectation. We have a flexible approach based on the child's need, not what is convenient or conventional.

We take advice from specialists such as occupational therapists, physiotherapists, speech and language therapists, clinical psychologists and others to inform the plans we make for children with SEND.

We recognise that parents know their children best and work in partnership with the child's parents to achieve the best outcomes for the child.

Adaptions to the curriculum and learning environment

As an inclusive school it is important to us that children with SEND are enabled to access activities available to and with children without SEND. There are a number of ways in which we support children with additional needs at Hollywood Park.

Hollywood Park Nursery School has many special features that can particularly support children with SEND:

- The calm **neutral coloured environment** is maintained to avoid over stimulation of children with heightened senses.
- The large **outdoor learning environment** which has been designed to enhance physical development in young children. It includes features such as steps, irregular surfaces and slopes, a sand and water area and opportunities for climbing, balancing and swinging and riding bikes.
- **'Physical Development Champions'** staff with specialist training in physical development to support children's emotional, social and physical development through movement.

- A '**Nature School**' programme for all children, to enhance children's emotional and social development, confidence and independence, as well as their physical development and understanding and enjoyment of the natural world.
- **Makaton** is a communication system of using gesture to aid understanding and development of language.
- **Visual timetables, choice boards and visuals** to aid understanding, communication and request-making.

The nursery school prides itself on being **accessible**. Hollywood Park Nursery School is housed in a large and spacious building allowing children in wheelchairs or with walking frames ease of mobility and manoeuvrability. For those children with physical needs, the large space is beneficial for practicing and developing their physical skills; where children require specialist equipment, these are provided and necessary adaptations are made to the environment. This year, for example Little Tikes cars were purchased to allow all children to access the bike track.

In individual cases, the Disability Access Fund (DAF) is applied for to help fund these adaptations.

At **Hollywood Park Nursery School**, every effort has been made to ensure that the nursery and its grounds are as accessible as possible. There is an **Accessibility Plan** which is regularly updated to ensure appropriate access for all children, staff, parents and governors; this can be found on the website.

<http://www.hollywoodpark.stockport.sch.uk/accessibility-plan/>

Additional support for learning

Additionally, the nursery offers particular interventions designed to support children with SEND such as:

- **Picture Exchange Communication System (PECS)** to aid children in making requests and communicating their needs and wishes.
- **Sensory Processing interventions** -Sensory processing refers to how we use the information provided by all of the senses within our body and from our environments. All of the information is received, processed and integrated to give us an understanding of who we are, where we are and what is happening around us.

Children who have sensory processing difficulties may have difficulty in figuring out what is happening inside and outside of their bodies. The sensory information their body is registering may not be accurate. These interventions include lots of messy type play experiences.

- **Food Therapy-** this involves a structured programme to encourage children to touch and play with and eventually even have a taste. This programme is with advice from occupational therapists.
- **Pre-School Autism Communication Therapy-(PACT)-**the PACT programme targets core impairments in shared attention, communication, intentionality and pragmatics that are thought to underlie the different developmental and language pathways of children with ASC.
- **Pragmatic Organisation Dynamic Display (PODD)** is normally a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners, whether that's carers, family, and friends or support workers.
- **Intensive interaction-** is an approach that involves interacting with people with communication needs by imitating their behaviour, responding to them in a very highly responsive way, and mirroring what they do as a basis to communication and interaction. There this does not necessarily mean interaction will be verbal. Intensive interaction focuses on teaching the fundamental of communication- the communication that precedes any speech or language development.

Requesting help

The school also has access to and makes regular use of referral routes for a number of agencies to support children and their families; Referrals to Occupational Therapy, Physiotherapy and Speech and Language Therapy Services and the Early Years Team. Use of these external referral pathways can be triggered by a number of concerns, these can include;

- ✓ parent/carers concerns
- ✓ if the child is making little or no progress despite differentiated class teaching approaches that have given targeted support
- ✓ if the child continues to work at levels below those of other

- children of a similar age
- ✓ if a child presents emotional/behavioural/communication concerns or has physical/sensory needs, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

Children with SEND

In the academic year 2019/20 there were 24 children identified as having a SEND, which was 27% of children across the whole nursery. These are made up of:

8 children accessing a resourced place

14 children with identified High Needs

2 children with identified Moderate Needs

11 pupils were supported to apply for an EHCP and all requests for assessment were successful.

We supported 10 pupils during transition to Reception classes who were on the SEND register and needing specific transition support. Of these, 7 children with particularly high needs were successfully transitioned to special schools, 2 children into resourced provision and 1 into mainstream.

73% of the children made 3 or more steps of progress of this group of 11 children transitioning to Primary School.

In 2019-20 the range of children with SEND included those with; with Speech and Language Delay, Global Delay, Retts Syndrome, Cerebral Palsy, Spina Bifida and ASC.

The learning and development of children with additional needs is targeted and documented in a 'Personalised/Individual Support Plan' within which targets for the next steps in their learning are set.

Support plan reviews evidence the impact of the school on supporting these children to achieve the targets set for their learning and development and to make good and rapid progress during the year.

Each child has a weekly provision map which records the children's interests, communication used, behaviours and responses to own learning and small directed group work.

Expertise and training of Staff

The **Special Educational Needs Coordinator (SENCO)** for Hollywood Park Nursery School is Catherine Armstrong. She is a qualified teacher with a Masters of Arts(MA) in Inclusion and Special Educational Needs, National SENCO qualification, and over 25 years of classroom teaching experience in the Early Years.. She has worked as a SENDCO for the past 7 years. As SENCO, she works closely with the staff team to coordinate provision, organise training and support staff to ensure that all the children's needs are being met.

The nursery employs a nursery teacher and a team of qualified early years practitioners, who are trained to deliver specific, targeted SEND provision. The nursery employs an additional early years practitioner with a specific responsibility to support the development of children with SEND in the Resourced Provision, which is headed up by the SENDCO – Catherine Armstrong. This means they work directly with the children with additional needs. Staff work collaboratively in the Resourced Provision.

In the last academic year, staff have received the following professional development in relation to supporting children with SEND:

Sensory Processing Interventions with Occupational Therapy.

Physiotherapy interventions with a physiotherapist.

Food Therapy with Occupational Therapy.

Makaton training.

Physical Development training to support children's physical development.

Complaints Procedure

Special educational needs (SEN)

If you want to complain about a school's [SEND support](#), you should do it while your child is still registered at the school.

This includes complaints that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

Make a complaint

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENDCO).
2. Follow the school's complaints procedure.
3. Complain to your Local Authority which is www.stockport.gov.uk

<https://www.gov.uk/complain-about-school/sen-complaints>

