



## Special Educational Needs and Disability (SEND) Information Report for Children with SEND

### Brief description of school, phase, size, any specialist provision on site:

Childhaven Nursery School is based in the heart of Scarborough town which takes children from two to four. We currently have 108 children on roll. We are an inclusive school which values the contributions made by each child and their family.

### At Childhaven Nursery School it is our aim:

For all children to be included in and to have access to a broad, balanced and age-appropriate curriculum.

For children to achieve the very best that they are capable of.

For children to experience a wide range of activities and build their independence and decision making skills.

For children to be happy, confident and demonstrate continuous personal development.

For children's individual needs to be identified early and for these needs to be met within school in order to ensure that all children make good progress.

(our latest OFSTED report and our Special Educational Needs policy can be found on our school website – [www.childhavenn-yorks.sch.uk](http://www.childhavenn-yorks.sch.uk))

The following information briefly outlines Special Educational Needs provision at Childhaven Nursery School:

The school has a Special Educational Needs and /or Disabilities Policy (SEND) which sets out the principles and Practice followed by the school. This policy is reviewed regularly in a process that involves staff and governors.

The school will meet the needs of children with the following SEND:

### Communication and interaction

### Cognition and learning

### Social, mental and emotional health

### Sensory /physical



Headteacher : Mrs K Firth

SENCO: Mrs H Kindness / Mrs K Firth

Childhaven Community Nursery School

13 Belgrave Crescent

Scarborough

YO11 1UB

## Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Childhaven Community Nursery School for your child.



### What kinds of SEND do we provide for in our school?

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. Our school is accessible to children and adults with physical disability via ramps and we make adaptations where we can due to the historic nature of our building. We ensure that equipment used is accessible to all children regardless of their needs.

### What is a SENCo?

SENCo stands for special educational needs Co-Ordinator .

At Childhaven our SENCos are Mrs Kindness and Mrs Firth. You can call to have a chat with them about any concerns regarding your child on: 01723 373231 or email: admin@childhaven.n-yorks.sch.uk where they will be more than happy to help.

### What policies do we have for identifying children and young people with SEND? How do we assess their needs?

Staff will closely monitor the progress of your child and this will be discussed at regular pupil progress meetings with the SENCo. In addition, the staff, supported by the SENCo and the leadership team carefully monitor all pupils' wider developmental and social needs. Your child's key worker will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the key worker will discuss this with the SENCo. Any pupil not making expected progress will be identified and support, adaptations or interventions will be put in place. We will seek your views and those of your son/daughter. If, after one term, your child is still not making the expected progress the SENCo will become more formally involved and a formal identification of SEND will be made. You will be fully informed at every step. At Childhaven Nursery school we have a wide range of formative assessments which we use to help us identify any child's barrier to learning or development.

### If your child is identified as having additional needs...

For your child this means:

- In discussion with you a plan may be put in place called an individual support plan which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed regularly (at least 4 times per year).
- From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an ECHAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority. Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan)
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. This is six monthly.

### What sort of expertise for supporting children and young people with SEND do we currently have in school?

Our provision for children with SEND is co-ordinated by our SENCO. We have a vastly experienced inclusion team who also support us to create a nurturing environment which meets every child's needs. SEND is taken very seriously with updates being implemented on a regular basis. The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. Staff also access whole school training on SEND issues, for example communication and dyslexia. Some staff access additional and specialist training, for example in supporting children with medical conditions in school.

### How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning

### What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you have reason to complain about part of your child's education or the action of another adult, then please follow the school procedures which can be found on our website. The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments.



	North Yorkshire offer	School offer
<b>Universal provision/ Wave one</b>	High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND (Special educational needs and Disabilities) to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	All staff at Childhaven are committed to providing quality first early years teaching so that all children can make good progress with their learning. The learning environment and focused learning is carefully differentiated to meet the needs of all children, whatever their learning style. Staff employ a variety of teaching styles and resources during sessions to support children's learning. The school places great importance on the fact that children learn in different ways. Our SEN governor is Mrs Rachael Pickin. Please speak to the school's SENCO, Mrs Kindness if you wish to know further information.
<b>Recording and re- flecting on provision</b>	Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include: - details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.	Children who have been identified as needing some additional support will have their targets recorded on a personal plan detailing their specific targets and the provision made for them within the Nursery environment in order to support their care and development. This will be developed and reviewed in partnership with parents and other relevant professionals on a regular basis throughout the year. We use class Dojo to record celebrations/anything significant in the child's day to share with parents and parents can share things with us too. We have a coordinated approach to gathering and sharing information about children's progress.
<b>Interventions</b>	Schools use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you: what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom); how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.	At Childhaven we are able to offer a wide variety of interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive training where available and appropriate and are given support provided by a number of different agencies.  Some of the things we plan and deliver: attention groups communication groups, sensory play / support, nurture groups, nature club and music sessions. We are able to offer interventions in a flexible manner that integrates with each child's needs, ensuring that our interventions are timely and have the most impact.

	North Yorkshire offer	School offer
<b>Additional adult support</b>	There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.	At Childhaven all staff are skilled and experienced in supporting both individuals and groups of children. Although, from time to time, children may need a higher level of individual support, our aim is always to help children to be more independent within the Nursery environment. We regularly review levels of support on offer to children, as their needs change rapidly We can therefore keep our support flexible to meet the needs of the child.  Staff receive training in different areas of SEND as required.
<b>Expected progress</b>	All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.	Every child's progress is closely monitored and measured against the expected stages of development for their age group as stated in the EYFS. In order to ensure all children develop appropriately we monitor progress regularly and report to parents regularly. Whilst recognising that each child is an individual and patterns of progress are often varied, sometimes more individual additional support may be needed. When children have an ILP (individualised learning plan) , small achievable steps are identified and discussed with you regularly. These targets are set by nursery and sometimes other professionals such as speech and language therapists. Occupational therapists and physiother-
<b>Support from other agencies</b>	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help the m to meet your child's needs you will be informed and asked to give your consent.	Sometimes it may be helpful for school to request some additional support from an outside agency (Early years advisory teacher, speech and language therapist, occupational therapist etc) School would only contact an outside agency after consultation and consent from parents.



	North Yorkshire offer	School offer
<b>Communication with parents</b>	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include: regular contact through a home-school book or by email to keep you informed of things that are going well or particular successes; more regular meetings to update you on your child's progress and whether the support is working; clear information about the impact of any interventions; guidance for you to support your child's learning at home.	Regular contact between staff and parents particularly important for children with Special Educational Needs or disabilities (SEND). All parents are offered an initial home visit and all parents are offered the opportunity to discuss their child's progress and targets regularly. For children with SEND, communication may take place on a more regular basis e.g. through the use of a daily home/school book or contact with the class teacher/Key Person before or after school and through on-line learning stories. In addition parents will be fully included in the drawing-up of any personalised plans in the on-going review of these plans and in any liaison with outside support agencies. We welcome all parents into nursery at the start of every session to enable communication about children's needs to be relaxed and informal. We also have private spaces available for more confidential discussions.
<b>Inclusion passport</b>	Many schools use Inclusion Passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.	We have a document in school which we complete for all children called 'This is me' which notes down successes and additional support needed throughout their time at nursery. This document is shared with parents each term and will transition onto school. We do pass on personal plans and any documents from other agencies to support a smooth transition. Initial transition meetings are held in April and further meetings and visits are booked in depending on the needs of the child.
<b>Parent partnership</b>	A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Co-ordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.	School staff are available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. All children have a key worker. Our SENCo is also readily available and will support all meetings with outside agencies and also support parents throughout the EHCP process.



	North Yorkshire offer	School offer
<b>Statutory assessment/ Education Health Care Plans</b>	For a very few number of children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail	From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to make a request for an Education, Health Care Assessment (EHCAR). Sometimes, children's needs are very complex and they need more immediate multi agency support. In these circumstances we will also make a request for an EHCP. We are very experienced in the process and will support parents at all stages.
<b>Key contacts</b>	All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.	At Childhaven we adopt an open door' policy. Parents and carers are encouraged to speak with Head teacher, or Key Person about any concerns they may have. An appointment can be made at the earliest opportunity if timing is not immediately convenient. They will be able to discuss any support your child is receiving with you. If you wish to discuss your child's needs please contact Mrs Kindness, our SENCo (01723 373231) who will be able to talk about how Childhaven Nursery School can support children with SEND.