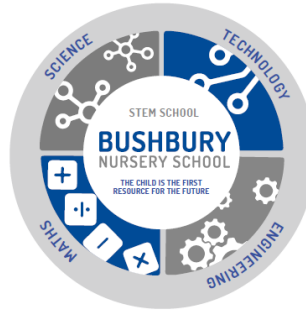


Bushbury Nursery School - Our SEND Information Report



What can I expect from Bushbury Nursery School if my child has Special Educational Needs?

'Our children will enjoy living in a caring environment where they have opportunity to explore, fulfil and develop their unique qualities, within a culture of shared learning that unites adults and children in the hopes and plans for a better future for all.'

Recognising that:

Each child is different, each generation is different, and the child is the first resource for the future

We are committed to inclusion and want every child to be happy at our nursery. We will do all we can to ensure every child is given the support they need to succeed.

The Governing Body of Bushbury Nursery School adopted this policy in October 2024

The governing body will review the policy in 12 months' time

How we identify individual special educational learning needs

- When children are already identified with SEND prior to starting nursery, we work with all outside agencies and other professionals already involved with the child and use the information already available to identify what the child's specific needs will be during their time in nursery.
- All children starting nursery will receive a home visit whereby information from parents can be shared regarding their child's needs and education.
- Initial progress check upon entry to nursery provides information about the child's development and helps to identify any areas where the child's progress is less than expected. Any significant emerging concerns, or any SEND is identified and a targeted plan is created to support the child's future learning and development.
- Ongoing observations and assessment are made of all children that are linked to the School's Curriculum, to recognise children's progress, understand their needs and to identify any areas in which a child may need additional support.
- Any parents/carers concerned their child may have SEND will be able to discuss their concerns initially with their child's key worker who will liaise with the nursery SENDCO about that child. Observations of the child will take place and all findings will be shared with the parent and appropriate actions about what to do next will be put in place.
- The key person must help ensure that every child's learning and care is tailored to meet their individual needs
- SEND on agenda each week at staff meetings

How we involve children and their parents/carers in identifying SEND

- If assessment show a child may have SEND parents are contacted at the earliest opportunity to discuss concerns and we will work together to help the child in the same way to ensure they make progress
- Where appropriate we will write and review a SEND support plan with parents and provide specific interventions or programmes agreed with the parents as part of the plan.
- Parents invited to attend workshops
- Regular TAC meeting will take place where parents will be invited alongside all professional that are involved with their child.

How do we adapt the curriculum and modify teaching so that we meet SEND

- SENCO supports staff to plan activities such as small group work and special programmes eg – MAKATON, visual time table and cool kids
- We use a number of approaches to support all children and their learning styles
- We have small group work, intervention groups and one to one support
- Staff are trained to meet specific learning needs
- TEECH station
- ELKLAN
- Dedicated member of staff to support children with EHC plan
- Work closely with other professionals and seek advice and support to enhance the SEND children's learning

- CPD days /training
- Speech therapist, physiotherapist, teacher for deaf, SIPS workers, EY special needs, Educational psychologist, OT, teacher for the visually impaired
- Parents are informed of intervention strategies and outcomes regularly
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How we assess and review children with SEND progress

- We adopt a graduated approach with four stages of action we assess, we plan, we do and review co-ordinated by the SENDCO
- Initial assessments on entry
- We use Bushbury Nursery Schools Curriculum to track children.
- Individual Learning Plan – reviewed and new targets set termly.
- SEND support plans reviewed every 6/8 weeks and planned next steps to include parents and all professions involved with the child.
- All staff are aware of SEND children’s targets

What equipment or resources we use to give extra support

- We use work stations/TEECH stations, visual time table, objects of reference, now and next boards, support for communication, Attention Autism resources and countdown timers (sand)
- Apps for the iPad
- As directed by OT we use brushing for children that have sensory challenges
- Specially modified pushchair for outside visits and other equipment to support children with physical disabilities
- Any equipment supplied by outside agencies i.e. specialist chairs, helmets etc...
- Peanut ball
- Specialist chairs, ‘k’ walker, standing frames, slide boards, changing table

What extra support we bring in to help us meet SEND – services, expertise

How we work together collaboratively

- We have support/advise from the Special Needs Early Years Team
- Support from specialist teacher i.e. teacher of the deaf/VI
- We have support from specialist speech and language therapist (SaLT)
- Work with the visual impairment team
- Support and advise from the local special school specialist teachers
- We work closely with both occupational therapists and physio therapists who come into nursery to work with the children and offer advice and devise programmes for the children to follow under nursery staff direction
- Together and in combination with parents we review the child’s progress agree a plan of action that will be carried out to make teaching and learning more effective.
- Services available through local mast team 7 – Educational Psychologist, area SENCO and learning support
- All parents of children with an EHCP or SEND support plan are invited to regular TAC meetings.

What other activities are available for pupils with SEND in additional to the curriculum

- Reception age children with an EHCP have access to a lunch time provision with additional staff where needed
- We have regular visits into local area which SEND children are always included with additional staff if needed.
- Musicians, cooking, gardening and working with artists
- Forest School experience is accessible for all SEND children- additional staffing made available if required
- Sensory activities and cause and effect activities.

How we support pupils in their transition into our school and when they leave us.

- We support parents in making decisions about the next school they choose for their children (mainstream/specialist).
- Invite reception teachers from feeder schools into nursery to meet their new children
- Invite support staff to meet the children with EHC plans they will be supporting in their reception class
- Attend MAPS where appropriate
- Enhanced Transition TAC's
- Liaise with appropriate SENCO's
- Children with SEND will have a very carefully planned and supported transition into their new school.
- Parents will be supported through the transition process
- Any transition from another nursery, day nursery or terrific for two's, children centre we will liaise with the appropriate provider.

How our funding supports SEND

- Supporting a specialised SEND Resource Base for children with or need EHCP's
- Inclusion funding to support children who require additional support but have not got a place within the Resource Base.
- Staff release time for SENCO to coordinate support for identified children
- Staff release time to run ELKAN language groups
- Staff to carry out Welcomme assessments
- CPD sessions for staff on supporting children with SEND
- Staff release time for attending review/TAC meetings with parents and other agencies
- An allocation for resources to meet individual needs
- Employ staff to support children with an EHCP if required

Where parents/carers can get extra support

- Special Needs Early Years Team
- Wolverhampton Information and Advice and Support - Telephone: 01902 556945, Email: ias.service@wolverhampton.gov.uk
- Gem centre
- Health visitor/Doctor/Paediatrician
- INSPIRE

What do you do if you are not satisfied with a decision or what is happening

- First talk to your child's key worker or the Resource Base Co-ordinator then if issue not resolved talk to the schools SENCO
- If you are still not happy then talk to the Headteacher and then if the issue is still unresolved contact the SEND governor

Details of schools access arrangements

See Disability Accessibility Plan

Names, roles, telephone numbers of key contacts within the school

- All staff can be reached on – 01902 558118
- Head teacher – Heidi Bullock
- SENDCO – Heidi Bullock
- Resource Base Co-Ordinator – Julie O'Hagan
- ELKLAN/Welcomme co-ordinator – Surrinder O'Leary
- SEND Governor – Alan Butt