

# Fawood Nursery School



## Fawood Nursery School SEND Information Report

Reviewed - Summer 2019

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Policy Lead – SENDCO

Approving Committee –  
Curriculum

At Fawood Nursery School, we're committed to helping each and every child reach their full potential, whatever their ability or background – including children with special educational needs and disabilities (SEND).

The following definition of SEN (special educational needs) and SEND (special educational needs and disability) comes from the statutory 'Special Educational Needs and Disability Code of Practice' (2015).

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. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

We support children with special educational needs and disabilities (SEND) in many different ways. This document is meant to give you, as a parent/carer of a child with SEND, an overview of what we offer. However, we are constantly developing newer and better ways to meet the unique needs of each individual child.

If you'd like to know more about what we offer or how we work, please don't hesitate to get in touch with our Special Educational Needs Co-ordinator (SENDSCO), Lucy Cox. You can reach Lucy directly on her email at [lucy@fawoodcc.brent.sch.uk](mailto:lucy@fawoodcc.brent.sch.uk).

For more information on the range of services available from Brent Council, please visit their website: [\*\*www.brent.gov.uk/localoffer\*\*](http://www.brent.gov.uk/localoffer)

### **Glossary of abbreviations:**

SEN (Special Educational Needs)

SEND (Special Educational Needs and Disability)

SENDSCO (Special Educational Needs and Disabilities Co-ordinator)

ASD (Autism Spectrum Disorder)

EHC Plan (Education, Health Care Plan)

NASENDCO (National Award for Special Educational Needs Coordination)

HI (Hearing impairment)

VI (Visual impairment)

## **1. What types of special needs do you cater for?**

We are experienced in supporting children with many different types of special needs and disabilities – from physical disabilities to learning difficulties. Our school is fully wheelchair accessible, and we have a specialist provision for children with autism. We recognize that all children are unique and need to be treated as such, whatever their levels of development.

## **2. How do you tell if a child has special needs – and work out what those needs are?**

Sometimes parents tell us about a child's special needs before they start, at the home visit. Sometimes other professionals, such as a Pediatrician or a Speech and Language therapist will tell us.

During your child's first 6 weeks at nursery, we will observe them, get to know them, and assess them against the expectations given to us in the Early Years Foundation Stage documents, based on what we expect to see at their age.

Where an initial concern about your child's development is raised, nursery staff will complete our initial concerns form & give it to the SENDCO. The keyperson/teacher and SENDCO will then work together, looking at your child's progress according to our cycle of assess – plan – do – review which is known as the 'graduated approach'. If the child's progress is deemed to be below typical development, then we will consult you as parents. We'll listen to you, plan any extra support your child might need, and talk with you about whether to refer your child to other professionals and experts outside the school. With your permission, other agencies will be consulted to provide further expert advice and the child will be added to the schools SEND register.

We carry on observing and assessing every child at the end of each term, to measure their progress. If at any point your child isn't making the kind of progress we would expect to see, we will set up another meeting with you. If we all decide your child needs some special help or additional practice, we'll work together to write a One Page Profile (individualised plan for your child) for your child and add them to our SEND register. We'll review your child's profile with you every term, where you'll have the opportunity to meet with your child's key person to see how the last One Page Profile went and set new targets and plans for the future.

### **3. How do you involve the parents/carers of children with special needs in their education?**

You can make an appointment to talk to your child's key person or our SENDCO to discuss your child's progress, raise any concerns you may have and share any useful tips about what's working well at home with your child. We will share with you any information we receive from professionals or experts outside the school – either directly or through a report.

If your child is on the SEND register, we will review your child's individual plan with you each term and agree on targets to work on together, as well as the best ways to support learning at home. We hold monthly meetings for parents/carers of children with SEND, sometimes with guest speakers from outside of the school to focus on sharing information. You will also be able to see your child's observations and ongoing assessments online.

### **4. How do you involve children with special needs in their own education?**

We believe that all children have the right to participate in and have a say about things that will affect their wellbeing and learning. We look for the voice of the child in all our observations and in all we do for every child, but pay very close attention to those children who cannot yet communicate clearly or make clear decisions directly. We value and celebrate each child being able to express their views on all aspects of nursery life.

We look at communication in a broad way, looking at your child's behavior as a form of communication, as well as their repeated choices and reactions to things. For some children, we need to observe them very closely over a period of time to be able to figure out what it is the child is saying. We then use children's interests and strengths to help them learn new things and try to make experiences as enjoyable for the child as possible, tailoring what we do to what the child responds to best.

### **5. How do you measure the progress of children with special needs? Are the parents/carers and children themselves involved in that process?**

Your child's teacher or key person will monitor their progress all the time, and have regular conversations with the SENDCO to make sure your child is making progress. We will review your child's progress formally with you every term, using the Early Years Outcomes age related expectations for the Prime and Specific areas of the Early Years

Foundation Stage (EYFS). For some children SEND needs they will be assessed using Small Steps. This tool allows us to measure the progress and celebrate the success of children who develop at a slower rate, or in a different way to typically developing children.

If your child has a One Page Profile you will meet with your key person again to review it and agree a new plan for the next term. If your child has an Education and Health Care Plan (EHC Plan) we will hold a formal annual review with all of the key professionals who support and work with your child and share it with the Local Authority.

We understand that parents/carers are experts on their own children and need to be involved in all aspects of planning for their child's needs and assessing their progress. This is why our policies and systems include having a parents/carers voice at every step.

We use photos and videos to share children's learning with them and support their thinking about what they've experienced. We celebrate children's achievements with them and look for their voice not simply in what they say, but also what they do. This is how we involve children in the process.

## **6. How do you help to prepare children with special needs for adult life after they leave school?**

At Fawood we believe we need to be ambitious for all of our children and this of course includes children with special needs and disabilities. We want the very best for all our children and aim to support them as much as we can to help them on their way to adulthood. We focus on helping children with special needs develop skills in the areas that they need the most help with. In the Early Years curriculum, the Prime Areas of learning we focus on are: Personal, Social and Emotional Development; Physical Development; Communication and Language. These areas focus on developing the basic skills children need to grow from dependence to independence through developing the tools and skills they will need to live a full and rewarding life.

## **7. What's your approach and how do you adapt the curriculum and classroom for children with special needs?**

The Early Years Foundation Stage Curriculum applies to every child at Fawood and can meet the needs of children of all levels and stages of development. We adapt our teaching, experiences and environment to reflect and address the needs and interests of all our children, including those with special needs. We build on the strengths of each child and change our teaching styles to support learners at every level in times of play and more structured times. Our

specially trained staff adapt and modify plans and experiences to suit your child's needs as and when it's needed to ensure your child can access everything that is on offer.

We use specific resources and strategies to support your child, both individually and in groups. Class teachers and key people work together with our SENDCO for extra advice and support. This may involve working alongside other outside agencies such as Health and Social Care and specialist educational services.

Our buildings and outdoor spaces are accessible to children with physical disabilities via ramps. The ground floor of Fawood is fully accessible to people with disabilities, with a lift to the upper floors. There is a fully accessible toilet on the ground floor. We also have a sensory room which has been specifically designed to meet the needs of children with a variety of special educational needs.

We have a range of policies to promote children's well-being, including our Behaviour Policy, Special Educational Needs and Disabilities Policy, Equalities Policy and Supporting Children with Medical Conditions Policy – you can find all these policies on our school website.

## **8. How will we support your child when they are moving on to another class or leaving to go to a new school?**

We know that transitions can be especially difficult for a child with SEND, and take steps to make sure that any transition is as smooth as possible.

If your child is moving to another school:

- We'll contact the school SENDCO and make sure they know about any special arrangements or support your child needs
- We'll make sure that all records about your child are passed on, as soon as possible
- We'll encourage the new school to visit us – and try to visit the new school with you and your child, to help them adjust
- We'll share your child's most recent One Page Profile and professional reports we have with the new school.

Where there is a need to move classes in the nursery or across the Partnership:

- We'll pass on all the relevant information about your child's needs to the new class teacher in advance and hold a planning meeting then.
- We'll also share all your child's support plans with their new teacher or key person

**9. What training do your staff have in dealing with children with special needs? Do you have specialists?**

Our SENDCO's role is to support class teachers and key people in planning for and providing for children with SEND. Our SENDCO Lucy Cox is a fully qualified teacher with NASENCO (National Award for Special Educational Needs Coordination), Specialist Leader in Education (SLE) and also holds the ICAN Specialists qualification. She is also able to offer advice and support to mainstream staff, children and families and leads monthly workshops and parent meeting for parents/carers of children with autism.

We have a training programme for all staff to improve the teaching and learning of all children, including those with SEND. This includes annual, whole school training in SEND issues such as speech and language development, Neurodiversity and Multi-sensory learning. We send individual teachers and staff on specific training run by outside agencies to meet the specific and unique needs of the children in their care.

All our staff are trained in the basic use of Makaton signing and other communication aids such as using visual timetables and basic PECS (Picture Exchange Communication System). All staff are also trained in Attention Autism and our SENDCO is an accredited trainer. All staff are also trained in Intensive Interaction. Many staff have also been trained in using Persona Dolls with young children and to deliver the Early Talk Boost programme.

We also work closely with outside agencies that can support your child including medical professionals and health visitors.

**10. How do you measure how effective SEN arrangements are?**

We believe in order to offer the best for your children we need to constantly reflect on and adapt our arrangements to best meet each child's unique needs. We ask for and receive feedback from parents/carers during termly meetings and One Page Profile review meetings. We also ask for feedback through personal evaluations of parent training and information meetings.

Both formal and informal discussions with other professionals also let us know how others think we are doing and we use this to look at how we can adapt and improve. The

Local authority and Ofsted also look specifically at how we provide for children with SEND and if we are effective in meeting all children's needs. Our designated SEND Governor, Andrea Gray, also monitors SEND across the school with at least three SEND governing monitoring visits per year to ensure our arrangements are working well for all children. This feeds into the yearly development plan for SEND, which is reviewed and agreed by governors annually as part of the Partnership Development Plan.

**11. What do you do to make sure children with special needs can take part in the same activities as everyone else?**

We believe and aim to be as inclusive as we can in all we do, removing barriers to learning and experiences for all our children. When planning activities and learning experiences all staff are trained to think of the variety of needs of all the children and aim to meet them. Through observation adults can see what is not being accessed as well as what is working well. Once an activity is up and running, staff observe the children's reactions to it and then adapt it if needed, to make it more accessible. This could include adding more visuals or sensory experiences into the activity, moving its location or any number of other adaptations.

**12. How do you help children with their emotional and social development - and what's your policy on bullying?**

We believe high self-esteem is crucial to a child's well-being and social and emotional development. We have a caring, understanding team looking after your children who welcome and celebrate diversity. Children's individual Personal, Social and Emotional Development is a Prime area of the Early Years Curriculum and is given a very high priority - all day, every day, by all staff. Our staff are experienced and highly trained and meet regularly to share information. All of our child observations include an assessment of the child's specific level of well-being and involvement, which is shared online with parents/carers on our online assessment program.

The class teacher or key person has overall responsibility for the well-being of every child in their class – so they are the first person you should speak to if you have any concerns. Our Behavior Policy, which is on our website, outlines our expectations on supporting behavior and preventing bullying.

**13. What other organizations do you work with (health, social care, local authority, charities) to support children with special needs and their families?**



We work closely with other professionals and organizations to ensure your child's needs are being supported and met, both now and in the future. We work very closely with the Brent's Special Educational Needs Assessment Service (SENAS) in requesting and completing assessments for Education and Health Care Plans (EHC Plans) for children who will need extra support or specialist support in starting school next year.

We work especially closely with Social Care when there is a child with special needs who is also a child looked after by the local authority in our school, in order to make sure we are supporting the child and carers in the most effective ways possible. In these cases, we meet half-termly with carers to share information and review what is working well and what we might be concerned about. Mata Thorburn, our dedicated safeguarding lead is the person responsible for children who are looked after at Fawood.

Some children have an agreed plan of support based on their needs and in those cases the children are sometimes seen at school by the service who is supporting them.

We have the following services from Brent delivered in our school;

- Brent Deaf and Hearing Impairment Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Brent Outreach Autism Team (BOAT)
- Complex Needs Consultant (Physical/medical disabilities)
- Speech and Language Therapy for children in Rainbows and Child with Disability places.

We have the following services from the Health Service (NHS Trust) delivered in our school;

- Physiotherapy
- Occupational Therapy
- SEN Speech and Language Therapy for children with more complex needs, including all of the children in our Rainbows provision

#### **14. How do you handle complaints from parents of children with SEN about the school, staff or teaching?**

We handle complaints from parents of children with SEN/ SEND in line with our general Complaints Policy and procedures – which is to speak first to the class teacher. Our Complaints Policy is on our website.

If you feel the nursery, governors or Brent are failing in their duties, disagree with a decision or feel we're discriminating against your child in any way, you can:

- Follow the nursery or Brent's complaint procedure

- Make an appeal to the SEND First-Tier Tribunal (but only after you have tried mediation, unless your complaint is about what school your child has been placed in)
- Make a complaint against the responsible body (Chair of Governors or Local Authority) for disability
- Complain to the Brent Ombudsman (for complaints about Brent, where the complaints procedure has not worked)
- Complain to the Secretary of State (about Brent or the school)

**15. What documents or policies can I read which explain how Fawood meets the needs of children with SEND?**

Our Special Education Needs and Disabilities (SEND) Policy has more information about how we work and what we offer. It is also up on our website.

We also have a number of other policies that link to Special Education Needs and they are:

- Our Equalities Policy
- Our Health and Safety Policy
- Our Behavior Policy
- Our Accessibility Plan
- Our Child Protection and Safeguarding Policy
- Our E Safety Policy
- Administering Medication Policy
- Supporting Pupils with Medical Conditions Policy
- Learning, Teaching and Play Policy
- Our SEND Annual Report

If you'd like a copy of any of these policies, please just ask the school.