

Curzon & Fawood Nursery Schools & Family Wellbeing Centre

Special Educational Needs and Disabilities Annual Report to Governors 2020-21



Curzon & Fawood Nursery Schools
& Family Wellbeing Centre

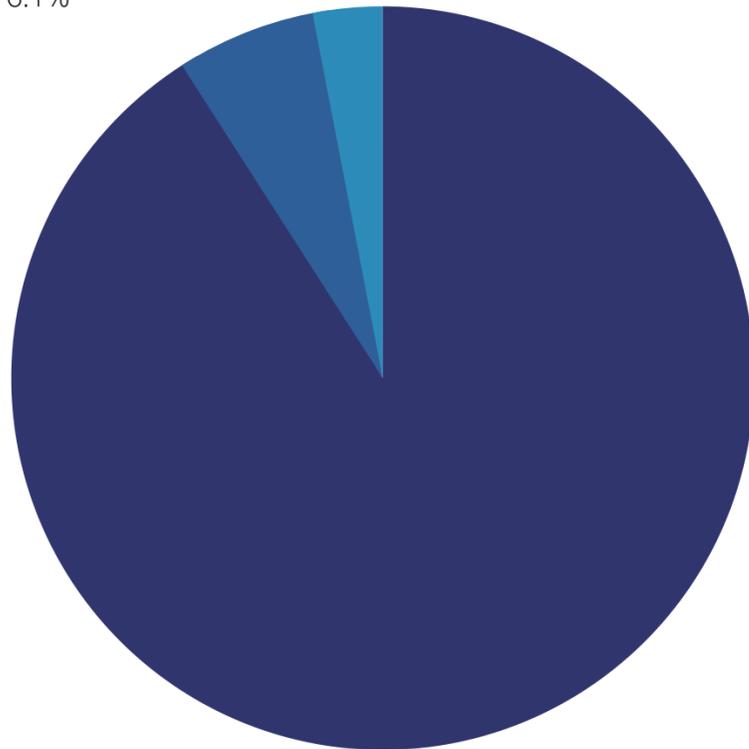
Inclusion

At Curzon and Fawood Inclusion is central to who we are. Learning is tailored to the needs of each and every one of the children and parents and carers are our valued partners in shaping the curriculum offer.

When children first arrive at nursery staff assess their needs in relation to the development of early language. As the year progresses we are able to gather further evidence and support families to get children the correct diagnosis of their needs, as a result a number of children move from the Speech, Language and Communication category into the Autism Spectrum category.

We also have children with sensory (blind, partially sighted, deaf and hearing impaired) and multi sensory impairments, Global Developmental delay, Down's syndrome, Social, Emotional and Mental Health Needs, medical needs and those who are still in the process of having their needs fully identified.

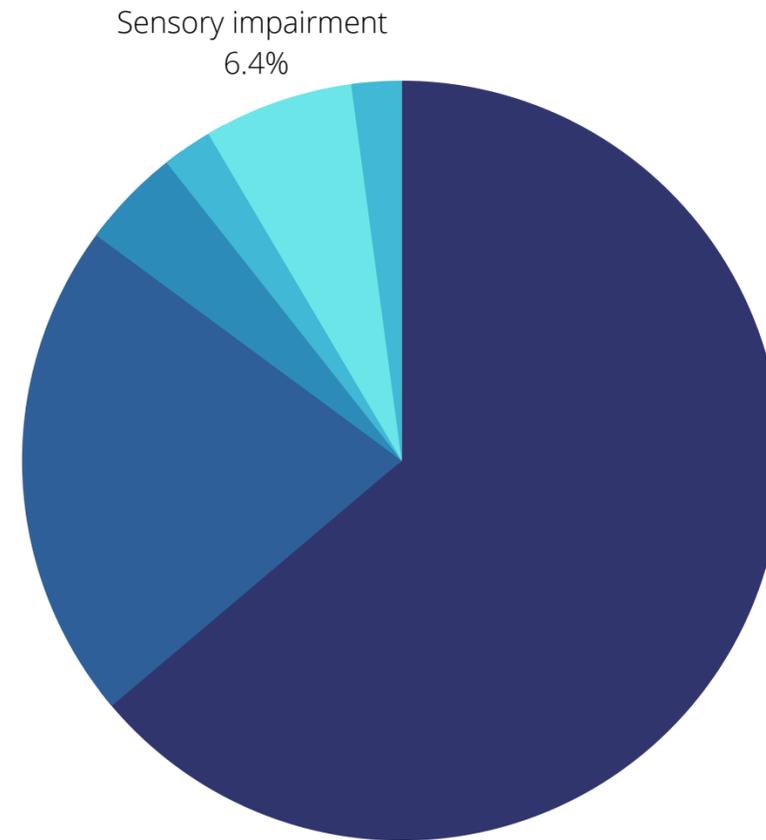
Autism spectrum Condition
6.1%



Speech, Language and Communication Need
90.9%

Global Developmental delay
4.3%

Autism Spectrum Condition
21.3%



Speech, Language and Communication Need
63.8%

"Children with special educational needs and/or disabilities (SEND) are extremely well cared for and supported in their learning and development." OFSTED report Feb 2020



SEND Annual Report
20-21

SEND Profile at A Glance

Number of children on SEND Register	75
Percentage of Roll	28.5%
National Average as a percentage	14.9%

Education, Health and Care Plans

Number of children with Education, Health and Care Plans active on admission.	3
Number of Education, Health and care Plans applied for:	26 (24 agreed)

Multi-Agency Working

The nursery Schools work with a wide variety of partners, to deliver effective SEND support. Last year we worked with the local authority SEND Support Team, Speech and Language, Occupational Therapy, health visitors, The paediatricians in the Brent Community Development Team, the Brent under 5's Nursery Panel, Social care, teachers for children with visual impairments and Teachers of the Deaf and closely with our own family Wellbeing Team.

We also work with Teachers and Early Years educators in other settings to support our children's transitions into and out of our settings as smoothly as possible.

Under 5's Specialist Panel

We have 10 places funded for children with significant SEND need. By the end of the Summer term there was an additional 11 children CWD funded places across the two settings.

SEND information

Identification; many of the children in our settings are already in the process of having their needs assessed when they come to us. However, we also make a large number of referrals to other professionals.

This involves discussion with parents and carers, as well as a staff team, to accurately pinpoint their strengths and needs and plan for their progress.

Working with Parents and Carers; often, this work begins as soon we meet families, who raise concerns they may have about their child's development. At other times the child has been referred by a professional via the Brent Under 5's Nursery Panel. However a child's evolving needs are identified, their parents and carer's views, aspirations for and experiences of their child stay firmly at the centre of our thinking.



Rainbows (ARP for Children who have a diagnosis of Autism Spectrum Condition)

Rainbows is an additionally resourced provision for children with autism. It is located at Fawood Nursery school. Rainbows has a higher staff to child ratio than other parts of the nursery. This allow opportunities for intensive support and adapted curriculum.

The children in Rainbows receive Speech and Language Therapy (SaLT) in school and staff are highly trained to implement recommendations daily.



Budget And Spending

Most SEND spending is on interventions that staff carry out in small groups and one to one with individual children, usually daily.

Attention Autism: an evidence-based intervention that teaches children with Autism Spectrum condition how to learn a group setting and attend to an adult lead, highly motivating activities.

Early Talk Boost: Another evidence-based intervention that allows children with a language delay to make 6 months of progress in their speech, language and communication development in 9 weeks. This allows children with a moderate delay in the language access the curriculum after the 9 weeks of intervention. The short time span of the intervention allows us to run it termly in both settings so as many children as possible have access to the benefits.

Individual Intervention Work, using techniques such as Intensive Interaction, curiosity Programme and special time are often recommended by Speech and Language (SaLT) Therapists who see our children. These individual daily inputs are carried out during the periods of free flow play in both settings, with key staff assigned by teachers to specific children.

These interventions are documented in the children's One Page Profiles and monitored by the SENDCo. Early Talk Boost has its own online Tracker that calculates the children's progress. This is carried out by the SENDCo.

Staffing for SEND

All staff have responsibility for teaching SEND children, overseen by the teachers and monitored by the SENDCo. Support for children with the most complex needs, two children multi-sensory impairments and one with Osteogenesis imperfecta (brittle Bone Disease) has meant staff ratios have needed to be lower to meet their needs, and ensure their safety. All staff have ongoing SEND training and the SENDCo, Lucy Cox is a qualified and experienced teacher and holds a National Accreditation of Special Educational Needs and Disability Coordination. The procedures followed are detailed in the SEND policy.



"Plans and guidance from leaders to support children with SEND are exceptionally effective in helping staff to meet the needs of these children. Children with SEND thrive under the care and skilful support they are given". OFSTED report Feb 2020 Curzon Crescent

Development in SEND in 21-22 and Next Steps

The local authority is currently making a number of changes to the way SEND needs are assessed and met, we have been involved in shaping these. Our SENDCo sits on the EY's graduated approach working party and has had input at every step of the way.

This year we have started work on helping children in our settings and their families with issues related to eating. This is something that affects increasing numbers of children. We have received training from the Occupational therapist at Manor Special School who specialises in eating and the SENDCo has complete three online training courses provided by the Charity *Eating Matters*. We are currently planning some parent drop in alongside our partner colleagues from Speech and Language and Occupational Therapy in the NHS, our Family Wellbeing Team and our link educational psychologist. We will continue to find ways to offer all the children in our setting the highest quality of early education, tailored to their individual needs.

