



## SEND INFORMATION REPORT

Pinxton nursery school is a mainstream nursery school, with addition of care for the under 3's. From 0-5 years we have an inclusive approach to education. We are very proud of the provision we offer for all our children in the nursery and we work hard to ensure we are meeting the needs of all the children in the setting. All children are valued equally within a warmth and support in which all pupils feel valued and able to take risks and make mistakes as they learn.

Pupils with SEN are supported alongside their peers. They receive a play based, broad and balanced curriculum delivered in a relevant and differentiated manner.

## Enhanced Resources

Our school is also an enhanced resource school for S.E.N, which provides us with 32 hours or 8 places for children to be assessed for S.E.N, though we can be flexible with the numbers due to our real team approach with staff. These places are allocated from referrals to the school from parents and through the local authority.

Our Under threes provision is also seen as a designated place for children with disabilities to access resources and training.



# How does the school identify children with Special Educational Needs?

There are a number of ways in which we assess all children and identify children with having special educational needs;

The need for early identification is paramount. It is made by the staff or from information received from previous pre-schools, nurseries or other external sources. Parental concern is also taken into consideration. All staff at Pinxton Nursery School follows the Code of Practise Guidance in order to identify, assess, monitor and review children with SEN. We use the following to help gather information and monitor the childs progress.

- Observation
- ECAT (every child a talker) assessment grid - speech and language
- ECAM ( every child a mover) assessment grid - physical development
- Key worker discussions
- POMS (Involvement and well-being) - scanning and screening
- Identification as having SEN by a previous nursery
- Information from external agencies such as early years team, health visitor, speech and language therapist, paediatrician, children centre. We are always striving to work in partnership with outside agencies in order to fully support children and families.
- Every child matters- EYFS - Early years outcomes
- Parents/ carers - if you have concerns about your child you can TALK TO US!

## Partnership with Parent and carers

We pride ourselves on working in partnership with parents. Parents are consulted at every level of intervention. Procedures should be explained to parents in order to develop a close working relationship and so that parents can be made aware of the targets being set for their child. If you have any concerns you can speak to the following people in the nursery.

- Your child's key worker.
- The nursery teacher or senior Nursery Nurse.
- You can also arrange to speak to our Special Educational needs co-ordinator (SENCO). The SENCO has the role of supporting staff and families to identify when a child has extra needs and ensure the correct support is in place.



## Who should I contact if I want to find out about how the school supports my child?

- Your child's key worker will be able to talk to you about the support your child is getting.
- You can also contact :
  - Sonya - SEN nursery nurse- Enhanced resource
  - Jayne - SENCO / Head Teacher
  - Katy, Holly, Tara - SEN responsibility

## How will nursery staff support my child?

- The SENCO oversees all support and progress of any child requiring additional support
- The SEN Nursery Nurse, Nursery Teacher and Senior Nursery Nurse oversees, plans and works with each child to ensure progress is made.
- Each Key worker will work individually or in a small group with your child.
- The SENCO reports to Governors every term to inform them about the progress of children with SEN.
- One Governor is responsible for SEN and meets regularly with the SENCO. They then report back to the rest of the Governors

## How will I know my child is making progress?

- Review Meetings (at least termly) will be put in place for you to ask questions and discuss progress.
- Daily meetings with key worker and Nursery teacher
- Parent - teacher consultation

## How will my child learn?

The nursery school follows the foundation curriculum set out in the EYFS document. All children will be working towards Early Learning Outcomes. The curriculum is play based which will be differentiated for the child's needs. Through I.E.P's (Individual Education Plan) the identified targets will indicate the child's level of attainment and what support is required within the nursery.

## Outside Agencies

Sometimes there is a need for your child to receive support and advice from outside agencies.

These maybe

- Educational Psychologist
- Occupational therapy
- Physiotherapist service

- Visual/sensory support
- Speech and language therapist
- School nurse / Health visitor
- Children centre play worker
- Autism Outreach
- SSSEN - School Support for Special Educational Needs

## **Complaints Procedure**

Any parent/carer of a child with special educational needs, who feel concerned about provision for their child, should speak to the SENCO or Head teacher, if they wish to dispute decisions. They may also contact Parent Partnership, the Midlands Mediation Service or the SEN Governor.