Parkview Nursery School

School SEN information report

Date March 2023 - 2024

**What kinds of SEN are provided for in your school?**

Parkview Nursery School is a mainstream school. We aim to be an inclusive school, which means that we aim to maximise learning experiences for all the children in our school in a rewarding and stimulating environment which all pupils are valued equally and are given opportunities to develop to their potential.

We seek to implement three principles of inclusion:

* Setting suitable learning challenges
* Responding to the diverse needs of our children
* Overcoming potential barriers to learning for individuals and groups of children

Children with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, they are warmly welcomed and strategies sought to meet needs.

**What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo’s name and how can I contact them?**

All staff mebers are responsible for identifying pupils with SEND. We accept the principle that children’s needs should be identified and met as early as possible.

The process:

* Encourages the participation of pupils and their families;
* Integrates the work of education, health and care providers;
* Follows a cyclical, graduated approach. The school uses the following graduated approach to respond to children’s special educational needs: 1. Expression of Concern 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 Education Plan. This will 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 and their long term desired outcomes and the next date when your child’s progress will be reviewed.

Where a pupils’ attainment or progress is cause for concern, that child’s Key Person along with the Headteacher will share their concern with the child’s parents and the SENCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support. Their progress will be closely monitored.

 **Individual Education Plans**

If, despite receiving individualised support and learning opportunities a child:

* makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of development;
* presents persistent social, emotional or behavioural difficulties, which are not met by the SEMH techniques usually employed in the school;
* has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
* has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum and learning opportunities;

there is often the need for greater involvement of external agencies e.g Speech and Language therapists, they Early Years Senco/Specialist Advisory Teacher.

Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Provision Map. Where we seek the help of external support services, those services will need to see the child’s records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child’s Individual Provision Map and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child’s progress. Most pupils will benefit from SEN support, but some pupils, who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan.

The SENCo will liaise with the external agencies making sure that appropriate advice and support is given to both parents and colleagues. The SENCo, Key Person and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching material. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

**Application for an Education, Health & Care Plan (EHCP)**

Where a child’s needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHCP Plan. This process will involve presenting to the County Council, detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. The Headteacher holds regular meetings with staff to discuss the assessment of all children and identify children who are not making expected progress.

For more information, please contact Miss Rhiannon Hughes, Headteacher/SENCo on 01229 772840 or head@parkview-nur.cumbria.sch.uk

 **What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?**

We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We communicate regularly with parents on a daily basis and also hold additional parent’s meetings to discuss how well their child is doing. Parents of children with SEND can contact the class teacher or SENCO at any time to discuss progress. We listen to what parents have to say and respond to it. We understand that your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them, including your and your child’s hopes, personal goals and interests. Together we take pride in making a positive contribution to our school and wider community. Parents are important to our school, our open door policy means that parents are always welcome to visit our school.

We maintain contact with parents in the following ways:

* newsletters
* text messaging /emails
* New starter meetings for parents staff
* Home visits
* Parents meetings and termly updates
* Meetings with parents to discuss IEP outcomes
* Review meetings with parents - Meetings at request of parents
* For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the Keyworker before or after school.
* In addition to this we will give information to parents about how to support their child at home.

**What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

The children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on activities they have done at Nursery and activities that they would like to do. We respond in our planning meetings to the needs and interests of the children as we observe them.

 **What is your school’s approach to teaching children and young people with SEN?**

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Teaching assistants are deployed in accordance to where the need is and this can be done on a lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child, then parents will be informed through the IEP meetings. This may be in the form of in class support or interventions run outside of the group times.

Governors question the provisions provided for children in school and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school.

**What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Our staff deliver quality first teaching and will adapt the classroom and their teaching to ensure all children make the best progress they can. This includes things like visual props in class, visual time tables and a variety of sensory equipment. All classrooms have blinds and carpets. The school building and car parks are fully accessible for wheelchairs, some of the entrances are widened with double opening doors. The school building is in good repair, has adequate space and lighting. We have disabled toilets.

**What sort of expertise for supporting children and young people with SEN do you currently have in school?**

Staff receive training in school based on needs and regular updates throughout the year. Where there is need for specific training, such as for social, emotional and mental health support, this is arranged for staff. The SENCO attends termly updates from the local authority at the SENCO forums and also carries out training on a 1:1 basis with additional support agencies offered within the local council. Teaching staff in school, including teaching assistants are also trained in certain areas to support the teaching of SEND children, e.g. emotion coaching, Makaton, PECS and ICAN communication strategies. These training opportunities are provided on a regular basis to keep up to date with the current needs of the children in school.

**How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

All classes deliver quality first teaching which is regularly observed. We use the graduated approach to support our children- Assess, Plan, Do, Review. If your child is not making the expected progress , additional support may be required. This will be done through the graduated approach. Your child will be assessed to see where their strengths and areas of development are, and appropriate support will be carefully planned. The support will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period. The progress and attainment of all children is carefully monitored and reported to parents.

**How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All children have access to all activities both in school and out. For a school trip a pre-visit may happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time prior to the visit spent talking about the planned activity and looking at the place the child is going to ensure familiarity. Parents will be consulted by the Key Person regarding any difficulties we may encounter. We will always go the extra mile to ensure every child accesses a school trip.

**How do you support children and young people with SEN to improve their emotional and social development?**

Children’s social and emotional development is at the heart of what we do here at Parkview Nursery School. We believe that the key to this development is building and maintaining positive relationships with all children and parents. A variety of issues linked to the children’s emotional and social development ranging from difficulties in the home, bereavement, family break up’s, specific learning difficulties and absence from school can present in a range of challenging behaviour. Up to date training is provided on a regular basis to all teaching staff in school to help support children with social, emotional and mental health issues. All staff are committed to the children’s social and emotional development and strategies are put in place after consultation with the child’s Key Person and parents.

**How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?**

We have access to outside agencies and professionals that we can contact for further support and advice. If we feel that outside agency input would benefit your child, then we will have a meeting in school to discuss this with you. Within school we can make referrals to the Early Years Senco/Early Years SAT or Educational Psychologist/Occupational Therapist/Paediatrician/Speech and Language Therapist for continued support with communication and interaction, SEMH, cognition and learning and physical/medical for children showing complex needs.

 Support will be accessed from the virtual school for support of children who are looked after by the local authority.

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

Any concerns parents have about the school’s ability to meet the needs of a child with SEND will be considered and, as far as possible, dealt with through informal discussion with the Head Teacher and Key Person in the first instance. If this does not resolve the issue, or if the complaint is about the Head Teacher, then complaints should be made to the Chair of Governors, Sheila Cloudsdale, following our general complaints procedure. Our designated governor for SEN in the school is Jackie Stocks. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.