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|  | *Westminster Nursery School*Special Educational Needs and Disability Information ReportJuly 2022 |
| School Information | * Westminster Nursery School is situated in the middle of a public park and is enclosed within high metal fencing and a further low level wooden fence to provide a safe and secure area for the school and it’s Outdoor Learning Area.
* The Outdoor learning area is totally separate to the Main Entrance and access area.
* The school has no off road parking for parents or staff and access to the school is via flat paved footpaths from the external gates of the Nursery School and a ramp to our Main Entrance.
* The school is fully accessible, with accessible toilets for children and staff.
* We are an average sized nursery school in an area of high deprivation. Most children attend part time, mainly for morning or afternoon sessions, although children can attend for a full day. The school offers care for children at lunchtime.
* The majority of children, currently 76%, join the nursery at an early stage of learning English as an additional language (71% in ‘School starters in 2022’ cohort and 93% in ‘School starters in 2023’ cohort). There is a diverse selection of different ethnicities.
* The proportion of children who have identified special educational needs is 16%. In our nursery currently, 29% of children have additional needs in speech and language. There are 8 children who have individual support plans; all of whom receive funding and 4 children who are starting the SEN consultation process after first concerns have been monitored. Four children have EHCPs and one other pupil is in the process of the ECHP application at this time.
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| What are the aims of the school’s SEND Policy? | **The aims of the school policy are to:*** Identify at the earliest opportunity children who may need additional support whilst at our school.
* Work in partnership with parents and fully involve them in the decision making, target setting and review processes.
* Provide the necessary support to ensure that all children can access the curriculum.
* Adapt that curriculum, if necessary, to meet the needs of individuals.
* Provide effective plans to support children in the classroom.
* There is no SEND element in the school’s Single Formula Funding Budget so the school will seek ‘Early Years Funding’ when necessary to support the child at the school.
* Ensure that all staff are aware of the procedures for identifying the needs of all children.
* Develop relationships with any outside agency or specialist services, to ensure needs are met.
* Develop relationships with receiving schools to ensure information is shared and meeting held for transfer as necessary.
* Have open and honest relationships with all involved with the children.
* Not do anything without parental involvement and knowledge.
* The school policy document can be viewed in full on the school website at: <http://westminsternurseryschool.net/page/policies/7918>
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| What is the Governing Body Role in SEND? | **The Governing Body aims to:*** Have regard to the SEND Code of Practice (2014) when carrying out all duties with regard to SEND.
* Ensure a written SEND Policy is created and agreed.
* Monitor the implementation of that Policy via reports from the Curriculum committee and SENDCO.
* Work with the Local Authority and local schools to ensure the needs of all children can be met.
* Review the accessibility of the school annually and ensure any accessibility issue is addressed in the School Improvement Plan.
* Ensure, via the SENDCO’s report, that all school staff are aware the procedures for identifying SEND issues.
* Support the school staff in ensuring that the necessary provision is made of any child who has SEND.
* Agree the school’s SEND Policy and Information Statement via the Curriculum Committee.
* Ensure that parents have access to the Policy via the School website and are provided with a hard copy upon request.
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| How does Westminster Nursery School know if my child needs extra help? | **Potential Routes to the identification of SEND:*** Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre entry discussion. If a child is identified via this route an Action for Inclusion Meeting will be held to help ensure that correct provision is in place for when the child starts at our school.
* Through notification from an outside agency such as Early Years SEND Outreach Service, Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting children. If a child is identified via this route an Action for Inclusion Meeting will be held to help ensure that correct provision is in place for when the child starts at our school.
* The Key Worker identifying an additional need through discussion with the parent/s during the induction period.
* The Key Worker identifying an additional need through observing the child in the school environment.
* The Key Worker identifying an additional need through sharing information with parent/s as part of the school’s usual procedures for sharing information.
* Any other member of staff raising a concern with the Key Worker.
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| What should I do if I think that my child may need additional support? | * Talk to your Key Worker in the first instance. They will listen to your concerns and then observe your child and report back to you. The Key Worker may ask for support from other Key Workers, the SENDCO or Headteacher (but only if they have asked your permission first). Ensure that you keep communication channels open with your Key Worker so that all relevant information can be shared.
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| How will I know that Westminster Nursery School is supporting my child? | * You will be contacted by your Key Worker if there are any concerns about your child.
* You will be kept informed with regular informal contact when dropping off or collecting your child.
* You will receive written information with regard to your child’s targets and progress.
* You will be invited to regular meetings to discuss your child’s progress.
* You can arrange to speak with your Key Worker at any time that is mutually convenient.
* You can make an appointment to see the SENDCO
* You can make an appointment to see the Headteacher.
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| How will my child’s needs be met? | * The school will develop a plan in consultation with parent/s showing how the school intends to meet the needs of the individual child through a child centred planning meeting.
* This may involve adaptations to the curriculum or ensuring that the curriculum is sufficiently differentiated.
* It may involve support from within the school.
* It may involve support from outside the school such as Child Psychology Service, SALT or Occupational Therapy.
* When appropriate we will organise Early Years SEND Outreach Service support.
* You can ask about how your child’s needs are being met at any time.
* The Key Worker system supports the social and emotional well-being of all children at the school.
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| How will you help me to support my child? | * Supporting parents is key to ensuring a child makes progress.
* Your Key Worker will share information with you throughout your time at Westminster Nursery.
* Your Key Worker will expect you to share information with them.
* We will provide you with information on how to support your child.
* If appropriate you will meet with the SENDCO, Language Assistant, Speech Therapist or Headteacher to offer advice.
* If we cannot provide the information required we will signpost you to where it may be found and help you find it.
* You will meet with the school professionals on a regular basis where support will be one of the topics for discussion.
* We will provide any other support we can on an individual basis.
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| What training/experience have the school staff with SEND matters? | * We have a highly qualified and very experienced staff
* All staff have had many years of experience supporting children with a variety of different needs
* We have a two Teaching Assistants who have are extremely experienced in delivering Speech and Language support.
* Staff work closely with SaLT and the Cheshire East Early Start for SEND Outreach Service to plan and deliver support for children with individual needs.
* Our SENDCO regularly attends training and meetings to ensure that children’s individual needs are being met appropriately.
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| Who is the School’s Special Educational Needs Coordinator? | * Mrs Emma Connor
* Mrs Connor can be contacted at the school on 01270 560319, by appointment through the school office or by e-mail at e.connor@westminster.cheshire.sch.uk
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| What specialist services are available at the school? | * We are not designated as a Special School.
* We welcome all children into our school regardless of ability.
* We do have a range of Communication and Language programmes which are aimed at supporting all children in developing their language and communication skills.
* We have a Polish Teaching Assistant who is able to support our Polish and Slovakian children with individual Language and Communication needs.
* We refer children with delayed language or communication, with parent’s permission, to the Speech Therapy Service and use their programmes to support individual children’s needs within the Nursery.
* When necessary we receive support from the Local Authority to provide individual support for children who could not access the EYFS Curriculum otherwise.
* We can access the services of Occupational therapy and Physiotherapy Specialists.
* We can access the services of an Educational Psychologist.
* We can access school health and the Paediatric Service.
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| How accessible is the school’s environment? | Access to the school and its environment is fully accessible. |
| Where can I find the Cheshire East Local Offer? | The Cheshire East Local offer includes information about the support and provision that families can expect from a wide range of agencies for children and young people with Special Educational Needs and/or disabilities (SEND) from birth to 25 years old and can be found at: <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>The Local Offer for Westminster Nursery School can be found section on the school Website at: <http://westminsternurseryschool.net/page/local-offer/10636>  |
| How will Westminster Nursery School prepare my child for the transfer to Primary School? | * We will provide written reports for you and for any outside professionals involved on a regular basis.
* We will not share any information without your permission.
* We will share all information provided by outside agencies with you.
* On transfer to primary school we will, with your permission, arrange a meeting with the receiving school to share information.
* When appropriate we will arrange, with the receiving school, a formal ‘Action for Inclusion’ meeting where information may be shared.
* We will provide a written transfer document for the receiving school that will highlight your child’s achievements and progress (you would have received copies of everything that it contains).
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| How do I make a complaint? | The school has a full complaints policy and procedures are clear. The school will provide any parent with an electronic or paper copy of the policy and procedures on request. |

Annual Evaluation 2022

Progress of children receiving SALT support: All children have made progress against their individual targets on SALT care plans and on WELLCOMM and Bell EAL assessments. Each child is individually assessed using WELLCOMM screening and their own gaps in language addressed.

2 children have now been discharged from SALT due to their improvements. It is unfortunate to note that one child did not access their SALT appointments and has been discharged due to non-attendance.

For the younger cohort SALT referrals have been made but children may not yet have received clinic appointment or care plan to date. On receipt of care plan children start working on targets set through language and vocabulary intervention groups or 1:1 sessions with an experienced Teaching assistant.

Progress of children receiving SEND support (including those with EHCP / EHCP pending/additional funding Early Years inclusion grant): 8 children:

SEND pupils progress in Communication and Language: All pupils made steady progress against their own targets, although some pupils with complex needs remain largely non-verbal. Targets have been set in conjunction with speech therapists. Pupil progress is tracked in small steps as Teaching assistants keep records of daily interactions and child’s responses which are then fed back to each child’s keyworkers and SENDCO. WELLCOMM assessments and Bell (EAL) assessments are made at regular intervals through the year and information gathered is used to identify child’s gaps in language and support next steps.

SEND pupils progress in Personal Social Emotional Development: All pupils made steady progress against their own targets, with most progress made around building positive relationships, although this has been more difficult to achieve for those pupils who require specialist provision rather than mainstream. Additional funding has been used to support children in developing age appropriate interactions with peers and adults. Some pupils have had targets based around developing relationships with a key adult and being aware of elements of the nursery routine, where others were supported to be involved in turn-taking games as part of a small group. Targets were tailored to specifically meet the individual’s needs and next steps.

SEND pupils progress in Physical Development: This was not a target area for all SEN pupils but for those with coordination difficulties this has been a focussed individual target as recorded on each child’s plan do review. Resources have been used to provide sessions based around both gross and fine motor skills. Support and advice has been sought from Physiotherapists and occupational therapists as needed.

SENDCO time has been used to provide parent support, create and review targets and plan do reviews, lead CCPM meetings, complete funding applications, liaise with range of professionals, and take part in EHCP co-production meetings and annual reviews.

All SEND pupils have individual targets set around Prime areas and reviewed regularly by SENCO, keyworkers, parents and external professionals. Funding received has been used to purchase resources, source staff training and provide additional experienced staff time with children working directly on the child’s targets or provide bespoke support. For the 5 funded children who move to primary school, specialist provision or resource provision this year transition meetings have been held with all professionals, parents and receiving schools staff and additional transition measures have been put into place wherever possible.