



# SEN Information Report

(November 2019)

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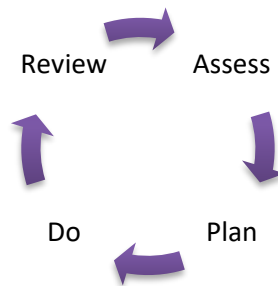
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## Our Approach as a School:

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High quality first teaching and additional interventions are defined through our child-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations, in an age appropriate way, with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle, as set out in the Code of Practice 2014, of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching, Learning and Assessment in the Early Years Foundation Stage Policy, January 2019)

**Assess:** Children are assessed on entry by their key person, using information from families through e.g. home visits and getting to know children really well in their first few weeks. Formative Assessment is then ongoing and is informed by observations of the children in their play and adult guided activities. These feed into summative assessments at 4 key points in the year.

**Plan:** Information from assessments is used to plan next steps for children on an individual, group and class level, through short term, medium term and long term planning. Teachers are supported in this process by the key people working with them, so every child is included.

**Do:** Key people, supported by teachers will then support each children's learning holistically, working towards them achieving their next steps.

**Review:** Progress of children and analysis of their learning is reviewed in weekly room meetings and reflected in half termly evaluations of learning and yearly scrutiny. Effectiveness of teaching and learning is scrutinised in Pupil Progress Meetings and priorities for planning identified.

We apply the ASSESS-PLAN-DO-REVIEW cycle through the Waves model. Each wave refers to teaching and learning, assessment, planning and review.

- Wave 1 refers to whole class quality first teaching with differentiation
- Wave 2 refers to some children who need some extra support.
- Wave 3 refers to children who have a special educational need.

Having consulted with children and their families, all our additional provision (internal or external) is based on an agreed outcomes approach. These are discussed with any professionals that offer the support to your child. Working towards agreed outcomes enable us to hold both our internal/external providers and ourselves to account.

### **Identification of Special Educational Needs**

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Families are welcome to visit our Nursery School at any time to get to know staff and the environment. We host a family and toddler group “Little Seedlings”, run by our own staff once a week where families of under 4s can come and enjoy a relaxed session with high quality toys and resources. This is a safe place to discuss any concerns families may have about their child’s development, and families are supported and may be signposted to get specific help.

Before a child starts in the Nursery School, home visits are arranged, where staff can come and meet the new child and their family in the comfort and security of their own home. This is a valuable opportunity to get to know the child and their important grownups, sharing important information.

All children are monitored very closely during their first few weeks by all the staff, but especially their key person. A baseline assessment will be made and children causing concern with any part of their development are quickly identified. Often these children will make rapid progress as a result of high quality first teaching, but those who don’t, will be monitored closely. A Family consultation day is held soon after children start and this is a further opportunity for staff and families to share any concerns and discuss personalised plans being implemented to meet each child’s needs. We have an “open door” policy where families are encouraged to share any concerns about their child’s development with any of the school staff.

Where a child is identified to have specific Special Educational Needs, careful thought is given to how this is shared with their family, and the family given the time and support they may need. The SENCO will link with other appropriate agencies for advice and guidance with the parent’s permission. If a child joins our school during the school term, having been to another setting, we will work with the previous setting to gain an understanding of that child’s development and needs e.g. through their assessment records.

## **What support will there be for my child's overall well-being?**

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Each child is allocated a key person, their own special grown up who will help the child form a secure attachment with them. The key person is responsible for ensuring that the learning and development needs of their key children are being met across all areas of school life.

All children are supported to become independent learners and be respectful of each other, following our [Abercromby Values](#).

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: [SEN policy 2019](#))

As of November 2019 we have 15 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include using Environmental Rating Scales, observations of teaching and learning, learning walks and data analysis.

## **Co-producing with children and their families**

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Involving parents and learners in the dialogue around learning and development is central to our approach and we do this through many different ways including:

- Asking families to fill in an "All about me" booklet as their child starts/
- Inviting families to attend welcome meetings, focus groups and Stay, Play and Learn sessions once a term.
- Families are asked to share their views about the school through the end of year questionnaire and through completing the Ofsted online Parentview questionnaire.
- Families are encouraged to attend consultation days so that they are well informed of their child's progress and areas they can support them with. As soon as a concern is raised about a child's progress families are involved in deciding outcomes and how best to support their child. Families are involved in setting and reviewing the targets set in their child's Play Plan.
- Some families are invited to 1:1 sessions with their child led by our Language Intervention Practitioner.
- Parents are encouraged to access and contribute to their child's assessment records through the online learning journal system, Tapestry.
- We encourage families to accompany their child on our educational visits.
- We are always keen for parents to become Parent Governors.

- Information is shared through our newsletters and the school website for parents to support their child's learning.

### **Staff development and Qualifications**

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We are committed to developing the ongoing expertise of our staff. We have lots of different SEN expertise in our school which is consistently developed. As our current SENCO is on maternity leave until Summer 2020, the Head Teacher is currently fulfilling this role and has attended new to SENCO training, Local Authority SEND briefings and is currently working towards gaining the masters level National SENCO award.

One of our Nursery Officers has also worked to gain a L3 specialism in SEND in the Early Years. Other staff have attended training e.g. on ASD and Sensory processing.

### **Staff deployment**

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Whenever a child starts in our School and has an identified special and/or medical need, the SENCO will ensure the staff are adequately trained to meet the needs of the child. For example we have had allergy training, medical training to meet the needs of children with specific medical needs such as Asthma and having a stomach tube.

Staff have attended Signalong training.

Staff have attended ASD training.

Staff have attended a range of Speech and Language training.

### **School External Partnerships and Transition Plans**

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Abercromby Nursery School is a member of the South Central 2 SEN Consortia of Primary Schools. The Consortia meets each term to decide how to make best use of resources and plan training. Our school can access the following through the Consortia:

- Educational Psychologist
- SENISS

Abercromby Nursery School can also make a direct referral to

- Speech and Language Therapy
- Community Paediatrician
- Health Visitor
- Social Services
- CAMHs

If many agencies are likely to be involved in supporting a child and their family an EHAT (Early Help Assessment Tool) will be raised.

## **Accessibility of our school**

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Our school is single storey and is wheel chair accessible. We have nappy changing facilities and have wheelchair accessible toilets.

## **Complaints**

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Our complaints procedure is outlined in our [Complaints Policy](#), available on our website.

## **What has and has not worked this year**

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For our school our successes with SEN have included:

- effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers,
- capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting,
- the proportion of students at SEN Support making accelerated progress,
- proportion of pupils identified as SEN Support participating in curriculum enriching activities such as Forest School, Beatlife and PE, and attending school trips out e.g. to the theatre,

For our school our challenges with SEN have included:

- Our SENCO having a long term absence from February 2019 to July 2019, returning in the first part of the Autumn Term 2019 and then going on maternity leave until July 2020

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Training up a new SENCO
- Monitoring and reviewing procedures e.g. how the Assess-Plan-Do-Review cycle operates in our school, looking at the effectiveness of Play Plans in improving outcomes for SEN children

## **Relevant school policies underpinning this SEN Information Report include:**

- Admissions Policy
- Behaviour Policy
- Care and Control Policy
- Child Protection Policy
- Complaints Policy
- Data Protection Policy
- English as Additional Language Policy
- Equal Opportunities Policy

- Health and Safety Policy
- Home Visit Policy
- Illnesses and Injury Policy
- Intimate Care Policy
- Managing Child Absence
- Medication Policy
- School Trip Policy
- Settling in and Key Person Policy
- Sun Safety Policy
- Teaching, Learning and Assessment Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

Will be presented at the next meeting in January 2020