

SEND Information Report

September 2022

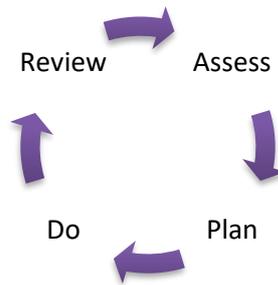
SENDCO: Ermina Kesedzic

SEND Governor: Aweis Asghar

Our Approach as a Nursery School:

High quality first teaching and additional strategies and provision are defined through our child-centred planning approach across the school. These processes help us to regularly review and record what we offer all children in our school 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 a point of discussing aspirations with ALL our children and parents. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities (SEND).

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to our children and hold both our internal/external providers and ourselves to account.

SEND Needs:

Children and young people's SEND 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

For the detailed definitions of these areas, please see our SEND Policy:

https://files.schudio.com/lilycroftnursery/files/documents/SEND_Policy_May_22_pdf.pdf

At present, across our Nursery School we have (some children might fall into more than one category):

- **1 Child with identified Special Educational Needs and Disabilities (SEND)**
- **1 Child with Education, Health and Care Plan (EHCP)**
- **21 children with Speech, Language and Communication difficulties**
- **6 Children are under assessment for possible additional needs**

We have internal processes for monitoring quality of provision and assessment of need.

Identifying children's needs

Children's learning and emotional needs are observed on a daily basis by all staff. Staff work in collaboration with each other and with families to form the full picture of a child's needs. This informs an initial baseline assessment. All children's progress is rigorously tracked and monitored, three times a year, by qualified teachers, early years practitioners and early years assistants, in line with age-related expectations.

School staff liaise with children's parents regularly to share information about progress made, as well as to identify any potential developmental delay concerns.

If there are concerns about a child's progress, or if a child requires additional support, this will be identified as early as possible through professional dialogue between parents, the child's teacher, key person and the school's SENDCO.

Parents are consulted if their child is not making expected progress that is broadly in line with age-related expectations. We will request the consent of parents for closer monitoring and for additional strategies/provision to be put in place.

Support strategies are implemented through means of small group work, paired work or one-to-one support which may take place daily or weekly, dependent on need. Teachers, early years practitioners and the SENDCO monitor the success of these support strategies and make informed judgments regarding their impact on learning and progress.

If the child continues to experience delay or difficulties in all or some areas of progress, learning and development, the school will, in cooperation with parents, put a request to the Local Authority for an Education, Health and Care Plan (EHCP).

Arrangements for assessing and reviewing children's progress towards set outcomes

Each term, the Progress of every child that we have concerns about, is assessed using the Developmental Journal. The Developmental Journal breaks the developmental milestones into smaller, more achievable steps. The gaps in progress identified through assessment, teachers' and practitioners' knowledge of the child and discussion with parents, inform planning for the next steps in Individual Education Plans (IEPs). IEPs are working documents with strategies and activities regularly evaluated against the set outcomes. Teachers and practitioners share the Developmental Journal overview of a child's progress with parents and the next steps are set in cooperation with them. Assessments using Developmental Journals and IEPs are overseen by the SENDCO.

How Lilycroft Nursery School adapts the curriculum and the learning environment for children with SEND

The Equality Act 2010 placed a duty on all schools and Local Authorities to plan to increase over time, the accessibility of schools for disabled children and also to implement these plans. In line with this, Lilycroft Nursery School have a fully developed Accessibility Plan, which is available on the school's website.

https://lilycroftnursery.schudio.com/files/Federation_Accessibility_Plan_Sept_22.pdf

The school is proactive in removing barriers to learning. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits. The school continues to evaluate how best to improve access to the physical environment of the school and also physical aids to access education.

Arrangements for monitoring and evaluation

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and SLT (Senior Leadership Team)
- Evaluating the impact and success of the additional provision.
- Monitoring of procedures and practice by the SEND governor
- School's Self-Evaluation Form (SEF)
- The School Development Plan
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Working with Families

Involving parents and children in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Better Together events	Families and staff	Once a Term + one training day a year
Working in collaboration with parents to devise Children's Individual Plans and additional support.	Families and staff	Once a Term
Open door policy and a daily conversation with families at drop off and pick up times	Families and staff	Every day

Staff Deployment and Training

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes, including gaining independence and preparing them for adulthood from the earliest possible age.

Staff regularly receive training related to the needs of the children they are working with. This could be in-house or external training.

School External Partnerships and Transition Plans

Lilycroft Nursery School works closely with all outside agencies involved with our children. We welcome outside professionals into our school and value their expertise, which supports the learning, care and development of our children with additional needs. We keep records of all visits from outside professionals, specifically, the advice and next steps for individual children. Any advice is diligently put into practice to ensure the very best support and care for all.

In the Autumn term, before a child is due to leave Lilycroft Nursery School, a discussion is held with parents about the next phase of education for their child. A plan is put in place to support parents with Primary School applications. Once children are allocated a place, we liaise with Primary Schools to ensure a smooth transition from Lilycroft Nursery School to Primary School. In the Summer Term before they leave Lilycroft Nursery School, wherever possible, children visit their new schools accompanied by their key person.

Complaints

Arrangements for complaints

Should children or parents be unhappy with any aspect of our provision they should discuss the problem with a class teacher or key person in the first instance.

Anyone who feels unable to talk to the teacher or key person or is not satisfied with the teacher's or key person's comments, should ask to speak to the SENDCO.

For a problem that might need more time to explore fully, parents should make an appointment rather than rushing the discussion before session starts.

In the event of a formal complaint, parents are advised to contact the Headteacher who will investigate and provide a copy of our Complaints Policy as necessary.

The LEA Parent Partnership Service is available to offer advice. Telephone: 01274 481183
<https://bso.bradford.gov.uk/userfiles/file/Special%20Educational%20Needs/Bradford%20YPPS%20Leaflet.pdf>

This year we have had 0 complaints that were dealt with following our schools' policies and procedures.

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