



# SEND Information Report

*November 2019*

**SENDCO: Ermina Kesedzic**

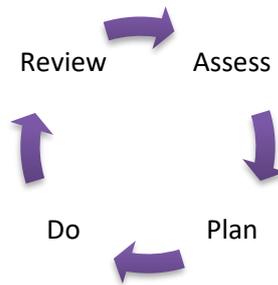
**SEND Governor: Shiraz Ayub**

## Our Approach as a Nursery School:

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High quality first teaching and additional interventions are defined through our person-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 or young people 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 with ALL our learners and parents. 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 of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *All practitioners / weekly / half termly/ termly*

**Plan:** *All practitioners / weekly/daily/monthly*

**Do:** *All practitioners / daily / weekly / monthly*

**Review:** *All practitioners / daily / weekly / half termly*

Having consulted with children, young people 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 your child/young person and hold both our internal/external providers and ourselves to account.



## **SEND Needs:**

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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

**Reference:** SEND Policy [link to Lilycroft Inclusion Policy](#)

As of September 2019, across our Nursery School we have 1 child with Cerebral Palsy. For this child an Education Health Care Assessment (EHCA) request has been sent.

As of September 2019, across our Nursery School we have the following children that are being monitored and given additional support:

- 1 child with hearing aid
- 20 children have significant communication and/or PSED needs (Specific Language Development Group/VERVE)
- 4 of those children are High Risk children (Oracy Plans)
- 17 Early Years Pupil Premium children

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

### **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
- Analysis of child tracking data for individual children and for cohorts
- Progress data for children on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School's self-evaluation
- The School's SEND review, which evaluates the success of the policy and sets new targets for development
- The School improvement plan, which is used for monitoring provision in the School



- 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

*(reference: Assessment pathways and strategies used to assess)*

### **Co-producing with children, young people and their parents**

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Involving parents and learners 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
Open door policy	Families and staff	Every day

SENDCO is responsible for the learning and development of all children who need extra support

### **Staff deployment**

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

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

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Lilycroft Nursery School works closely with all outside agencies involved with individual children.

A plan is put in place to support parents with Primary School applications and parents are (if needed) accompanied by our staff when visiting prospective schools in order to make the right choices for their children. Once children are allocated a place we liaise with Primary Schools to ensure a smooth transition for the children from Lilycroft Nursery School to Primary School.

### **Complaints**

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#### **Arrangements for complaints**

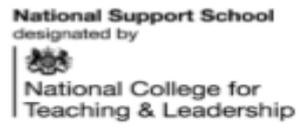
Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher or key person in the first instance.

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 time to explore fully, parents/carers 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 or a governor if they prefer.

The LEA Parent Partnership Service is available to offer advice.



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

*The above information has been updated on the 25<sup>th</sup> of November 2019*