



## SEND Information Report January 2025

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Headteacher: Mrs N. Hunt

SEN Governor – Mr J. Crompton

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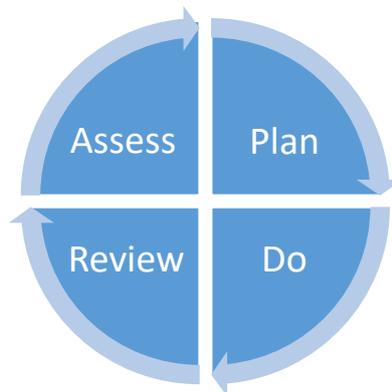
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### Whole School Approach

We are a maintained nursery school in the centre of Preston.

The nursery school is run by qualified teachers who follow a graduated response to the learning needs of all of the children who come to nursery:



This helps us to make sure that we get to know each child, find out his or her strengths and areas they need to develop. We then plan activities to help them to make the next steps in their learning. We have high aspirations for all of our children.

What should I do if I think my child has special educational needs?

We will talk to you about your child when they start at nursery and at Parent Progress Meetings every term. If at any time you think your child has special educational needs, you can talk to their keyworker or ask to talk to the SENDCo.

How does the school know if my child needs extra help?

We follow a graduated response to the learning needs of all children who come to the nursery as set out below:

| SEND PATHWAY AT STONEYGATE                             |  |
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| WAVE 1<br>Universal support available for all children | <p>Our staff will observe your child to help us to understand their needs and to plan activities to help them to develop. We monitor the progress of all our children every term which means that we know if they are not making progress.</p> <p>We plan for the activities to be given to children at the appropriate level of need for success and for progress to be achieved.</p> <p>If a child is below age related expectations and/or is not making progress then they will be monitored closely by staff and may be given some extra help such as intervention/adaptation within the classroom and provision, smaller group teacher/adult-led input.</p>  |
| WAVE 2<br>Targeted support                             | <p>If we find that a child remains significantly below age related expectations and is not closing the gap, despite extra help within our universal offer, then we will share our observations with parents/carers, ask their opinion and ask about any extra information which may be relevant to their child's needs.</p> <p>The SENCo will discuss any recommended next steps and we may write a Targeted Learning Plan (TLP) to describe the extra help your child needs to help them make their next step in learning.</p> <p>TLPs are reviewed every half term and new targets are written. Your child may not always need a TLP, for example, if they make accelerated progress, and in this case, they may no longer have a TLP and return to Wave 1, universal support.</p> <p>Support outlined in the TLP will be delivered through Key Person interaction during both free play and more structured times such as snack or group times.</p> <p>We may ask for your permission to talk to other professionals, such as your health visitor or speech and language therapist, about the extra help your child might need. We might use some assessments to help us understand your child's development, such as the WellComm assessment toolkit for speech and language. These assessments help staff identify the next steps for your child and are always carried out in a play based approach, with an adult who knows the child well as part of their usual sessions.</p> |

|  |  |
|--|--|
| <p>WAVE 3</p> <p>Specialist support</p>            | <p>Following targeted support, if your child continues to struggle then we may consult other outside agencies such as specialist teachers, to carry out observations and assessments and help school to allocate resources effectively to support your child.</p> <p>Staff will share outcomes of assessments with you and take into account any other information about your child in order to decide on the next steps.</p>  |
| <p>Education, Health and Care Needs assessment</p> | <p>A decision may be made to submit a request to the local authority for an Education, Health and Care Needs Assessment (EHCNA). This decision is made in consultation with the SENDCo, key workers, outside agencies and parents/carers and it is based on your child's level of development and level of need.</p> <p>Once the local authority have assessed your child's needs, they may issue an Education, Health and Care Plan (EHCP). This is a legal document which sets out the education, health and social care needs of a child, for whom extra support is needed in the educational setting, beyond that of which they can provide at a universal or targeted level. An EHCP can better help an educational setting meet your child's needs as a result of extra funding, which enables the setting to provide direct support for specific outcomes for your child.</p> |

How will I be consulted about and involved in my child's education?

We will have ongoing informal contact with you when you bring your child into nursery as well as regular progress meetings where we share our assessments and next steps for children. If we have identified that your child has special educational needs, they might have a Targeted Learning Plan (TLP) which will be shared with you.

If your family has lots of different people working with them, a Team around the Family (TAF) might be formed. TAF meetings will be held regularly so that you can meet with all of the people involved at once, to discuss progress and any concerns.

How will the curriculum be matched to my child's needs?

Our staff have in depth knowledge of child development which helps us to plan the curriculum in response to children's level of ability and interests. Open ended resources allow children to access the provision at a level appropriate to them and all children enjoy uninterrupted periods of free play to follow their own interests.

The ATTS (Assessment Tracking and Target Setting document) describes the smaller steps of progress that children with SEND may make in each prime area of the curriculum. We use this document to help us identify the next steps for children with SEND. A targeted learning plan may be written to describe the extra help your child needs to help them make their next step in learning. This will be delivered through Key Worker interaction during both free play and more structured times such as snack or group times.

How accessible is the school environment?

The nursery rooms are on ground level and we have an accessible toilet with changing table. The learning environment is reviewed and changed in response to learning needs.

We have a range of specialist resources to meet the needs of all children, including two sensory rooms.

An environmental audit can be carried out if your child has specific physical or sensory needs that impact on their ability to access the learning environment or opportunities.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

The budget is managed by the Headteacher and Governing body. Additional funding can be applied for through the Early Years Inclusion Fund which is managed by Lancashire County Council.

How will both you and I know how my child is doing and how will you help me to support their learning?

Each term we have a progress meeting when we discuss how your child is doing and how you can support them to achieve their next steps.

If your child has a TLP, this will be shared with you so that you can work on the same targets and activities at home. Working in partnership ensures a greater potential for your child making progress and achieving their targets.

What training have the staff supporting children/young people with SEND had or may they have?

Two members of staff are qualified teachers and 1 staff member is a Higher Level Teaching assistant.

Staff have been trained in:

- First Aid
- Makaton
- Speech and Language support (Hanen)

What specialist services or expertise are available at or accessed by the school?

We can refer children for support from Speech and Language Therapy, our Specialist Teacher or from the Portage home visiting service. We have a link Speech and Language therapist who makes regular visits to children on her caseload.

We will also access support from other health staff who support your child where needed, such as Physiotherapy, Occupational Therapy, Speech and Language or Specialist Teaching Service.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Staff will pass all relevant information to the new Key Person when a child changes rooms within nursery.

All children work on school readiness – focussing on increasing independence and preschool skills.

We have links with our main feeder primary schools and we welcome visits from the school staff from primary schools.

Transition meetings are held when children move on to new schools. These meetings typically involve parents, staff from both schools and any other relevant professionals and aim to ensure that the transition between settings is as smooth as possible for your child and yourselves.

We can refer parents to SENDIASS (SEND Information Advice and Support Service for parents) who can help parents to choose the best school for their child with SEND.

How will my child be included in activities outside the classroom, including school trips?

The outdoor area is fully accessible and open to all children.

We will ensure that any trips/visits that are planned, are accessible to all children. We will talk to parents about the help their child may need to access outings outside of school, prior to any trips/visits taking place.

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

All children have an allocated Key Person who will have a close relationship with them, monitoring their well-being and liaising with parents about any events or circumstances outside of school that may be affecting a child's wellbeing. The transition into nursery is planned to support the child in getting to know their Key person along with other staff members. Settling in sessions are flexible, allowing children to take longer if they need it, in order to adapt to being away from their parent or carer.

Personal, Social and Emotional development is one of our three main areas of learning. We also consider the characteristics of effective learning when planning learning activities to help the children to develop resilience. The classroom environment and routines are planned and set up to support positive interactions.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

We regularly assess and track the progress of children with SEND, using the ATTS document, where needed. The progress of the whole group of children with SEND is monitored within our assessment and monitoring cycles and reported to governors each term.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Our school complaints policy can be accessed on our website or via this link:

<https://stoneygate-nursery.co.uk/wp-content/uploads/2017/01/Complaints-Policy-2017.pdf>

Where can I find the local authority's local offer?

Lancashire's Local Offer can be accessed online by searching 'Lancashire local offer SEND' or via this link:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>