

Provision for Children at Kay Rowe Nursery and Children's Centre-Our Local Offer

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children with Special Educational Needs in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils.

This is the 'Local offer' for Kay Rowe Nursery and Children's Centre. It describes the arrangements we make that are 'additional and 'different' for pupils with Special Educational Needs and Disability. This information has been produced together with parents/ carers and our children.

The following information outlines the support, provision and interventions offered at our nursery school.

We believe that inclusive education is an effective way to combat discriminatory attitudes and contributes towards the creation of welcoming and inclusive communities. An inclusive approach celebrates diversity, promotes equality of opportunity and challenges barriers to learning and participation.

At Kay Rowe Nursery and Children's Centre, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability but this policy covers all of these pupils.

Kay Rowe Nursery and Children's Centre is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures which are outlined in this policy. We are committed to working closely with parents/carers who are fully involved in decisions that affect their child's education.

Kay Rowe Nursery and Children's Centre provides, within available resources, the highest possible quality support and inclusive education for all children.

Kay Rowe Nursery and Children's Centre follows The New SEN Code of Practice as laid down in the Children and Families Act 2013-14. This is a graduated approach and recognises there is a continuum of need.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for all children, the additional provision which may be needed by some children and the specialist provision available to the few children with significant or complex needs.

Authors: Juliette Waters and Tracey Bevan

Date: Autumn 2014

Date of review: Autumn 2015

Our Local Offer at Kay Rowe Nursery

ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated, broad and balanced curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *Educational visits*

Some pupils with additional SEN needs will access:

- *Targeted interventions and support matched to need*
 - *Individualised target setting*
- *Personalised progress tracking and assessment of need*
- *Access to our Sensory Room, Soft Play, Developmental Movement and Language groups*
- *Access to additional adult support for some specific tasks*

A Few pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*

The co-ordination of support and provision is an integral part of our School Development Plan (SDP) and is reported annually through 'The Governors Report to Parents' on the policy's effectiveness, including any changes made during the year.

The Inclusion Team:

Inclusion coordinator is Tracey Bevan.

SEND Outreach Officer is Josie Brown.

Four inclusion practitioners who support alongside class teachers and key workers. .

The Inclusion governor, with an interest in SEND, is Jane Williams.

The Governing Body as a whole is responsible for making provision for pupils with SEND.

The role of the Inclusion Coordinator.

- Works with other staff to implement the SEND Policy.
- Coordinates provision for all children including those with SEND.
- Liaises with and advises staff.
- Assists Inclusion Team, class teachers and key workers in planning for children with SEND.
- Supports the SEND Outreach Officer to manage the Inclusion Team.
- Offers support for families.
- Contributes to in-service training and supports staff development.
- Liaises with LA support services and other external agencies.
- Keeps appropriate records.

The role of the SEN Outreach Officer.

- Works with Class teachers, keyworkers and Inclusion Team to implement the SEND Policy.
- Ensures that Provision Mapping provides high quality, appropriate activities that meet the needs of children.
- Monitors how provision is implemented.
- Provides support and advice for staff; and liaises with them.
- Works closely with families providing support for them, offering advice, sign-posting them to appropriate services.
- Liaises with LA support services and other external agencies, making referrals when necessary.
- Provides services and support to the wider community by organising Stay and Play sessions and weekend workshops.

Admission arrangements.

The Governing Body has agreed with the LA 'admissions criteria' which do not discriminate against pupils with SEN or disabilities. KR's Admissions Policy has due regard for the guidance in the Code of Practice (COP). The school has an Accessibility Plan which is appended to this policy.

As a Centre KR aims to support families in the early identification of SEND and offers a range of SEND out reach services. We also offer children with SEND extended transition arrangements and early admissions whenever possible.

Staff training.

The school audits training needs for all staff taking into account school priorities as identified in the School Development Plan (SDP), as well as individual Continued Professional Development.

Early identification, assessment and intervention.

A child has a learning difficulty if he or she:

- 1 Has a significantly greater difficulty in learning than the majority of children of the same age;
- 2 Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

Under the New Code of Practice these children are referred to as: 'Single school based category for children whose needs exceed what is normally available in schools', at Kay Rowe we will refer to these children as having 'additional needs'.

We aim to:

- Remove barriers to learning and participation for all our children.
- Raise expectations and achievements for all our children.

Early identification is vital to ensure that children who have difficulties in learning receive the interventions and support they need as soon as possible. Kay Rowe Nursery is committed to early identification of children with additional need and adopts a graduated response through the process of 'Assess, Plan, Do and Review' in line with the Code of Practice.

There are criteria for identification of SEND and agreed referral pathways. Kay Rowe Nursery is committed to addressing the barriers which impact on children's learning.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the medical register.

Provision Mapping

Our Inclusion Team offer a wide range of activities designed to provide learning opportunities that support and meet the needs of children. These activities include: specific language activities, Box Clever, Sensory Stories, Developmental Movement, Soft Play, use of the Sensory Room, Circle-Time.

Children identified as having additional needs will have access to this Provision Mapping.

Initial Concerns

Any concerns regarding a child's development, behaviour or progress are discussed initially with the family and class teacher. Further information is then gathered before deciding level of need and support.

On-Entry and Leuven's data may also be used to identify children who are achieving well below expected levels.

Parents/carers will be consulted and involved throughout this process.

Under the EYFS all children have termly reviews and 'Next Steps'. A child with additional needs will have targets incorporated into this. A child with additional needs may have one or more targets in some or all of these areas depending on the intervention needed. These subsequent targets are discussed with Inclusion Coordinator or SEN Outreach Officer in consultation with the child, family, Inclusion Team and Key worker, and may also involve consultation with and advice from external agencies.

The 'Next Steps' will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place

They are reviewed and evaluated every term or sooner if necessary.

Children participate fully in the review process according to their age and abilities. Families are also invited to participate in the target-setting and review process.

If there is evidence that a child is making insufficient progress despite significant support and intervention; or the Inclusion Team have significant concerns regarding the development, behaviour or needs of a child, with the consent of parents/carers, further advice and support from outside professionals will be sought. To gain support from other professionals a referral is completed in consultation with the parents/carers. These professionals will be invited to contribute to the monitoring and review of progress. Children and parents/carers are involved in the process and kept informed about the involvement of external agencies and proposed interventions.

Parents/carers may request an Educational Care Plan.

High Needs Block Funding.

If a child's needs are such that they cannot be resourced sufficiently through the delegated budget the Inclusion coordinator takes the case to the designated 'Localities Group' for discussion and if agreed then the case will be presented to the Exceptional Resources Panel (ERP) for

consideration of High Needs Block funding, Additional Support funding is secured via Census information submitted on Simms.

For pupils who have High Needs Block funding their progress and the support provided will also be reviewed annually and the completed paper work submitted to the Local Authority for assessment.

Transition

When children are due to go to Primary School a transition programme is implemented in the term usually before transfer. The Inclusion Coordinator or SEN outreach officer liaises with the parents/carers and SENCO of the Primary School to ensure that effective arrangements are in place to support the child. Specific issues which may cause the child difficulty in transition are considered and where possible strategies put into place to ease them. A review meeting is also held and staff from the receiving school, along with parents/carers invited to attend.

A Multi-Agency Approach

KR recognises the benefits of working closely with support services and external agencies in order to provide a fully inclusive and supportive learning environment.

Agencies currently used by KR:

- Speech and Language Therapy (SLT).
- Behaviour Support Service (BSS).
- Health Visitors and Community Nurses.
- Early Years Development Advisory Team (EYDAT).
- Area SENO.

There are also regular Every Child Matters (ECM) meetings attended by the Family Support Worker. These are multi-agency liaison meetings, with representation from Social Services, Health, and the Education, to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Success Criteria

Success criteria will be reviewed by the Leadership Team (LT) and the 'Governing Body's Annual Report to Parents' will detail the successful implementation of the policy and the effectiveness of the provision made.

Evidence used to demonstrate this:

- Comparative use of On Entry and On Exit Data to assess impact on 'closing the gap'.
- Monitoring of classroom practice..
- Monitoring of procedures and practice by designated SEND governor.
- School's Self-Evaluation.
- OFSTED inspection reports.
- School Development Plan.

This policy will have been successful if:

- Parents/carers of children with additional needs feel involved in their child's education and supported in their relationships with outside agencies.
- Children with additional needs are enabled to fully access the curriculum.
- Children are achieving the targets on their 'Next Steps' and are making progress appropriate to their stage of development.
- Data demonstrates sustained progress and achievement.
- Relationships between the school and outside agencies are effective in meeting the needs of the children and promoting inclusive practice.
- Children have a smooth transition to their new school because of effective liaison.

Partnership with Parents and Carers

We believe that parent's/carer's knowledge, views and concerns are an integral part of the process of identifying and addressing their child's needs and their involvement as partners vital. The effectiveness of any intervention depends upon their level of involvement. Parents/carers are involved and consulted throughout the process. Procedures are explained so that there is a close working relationship and so that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home. Consultation with parents is made informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time. Parents/carers may bring a friend to meetings for support. Kay Rowe Nursery will make arrangements for an

interpreter or translator to be present at meetings when necessary. Newham's Parent Partnership Service offers support and advice for parents/carers of children with additional needs. Their telephone number is available through the school.

Complaints Procedure

Staff liaise closely with parents/carers at all times, however, in the event of parents/carers feeling unhappy about the school's response to their child's needs the LA complaints procedure will be followed. Leaflets explaining this procedure can be obtained from the Office Manager or Head Teacher. Complaints should always be discussed with the Head Teacher.

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Date: Autumn 2014

Date of review: Autumn 2015

More information about X School's Offer of SEN provision:

How does the school know when a pupil has learning difficulties or special educational needs?

How is the curriculum matched to pupil's needs?

How does the school know whether pupils are making progress?

How are parents/carers informed about how their child is doing?

What arrangements does the school make to support pupils transferring from another school?

How is support organized for pupils with identified special educational needs?

How are decisions made about how much support individual pupils receive

How does the school know if the extra support is helping pupils to make progress?

How are parents/carers informed about their child's needs and what support they are receiving?

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

What expertise and training do the staff who support SEN pupils have?

What specialist support or services does the school access for pupils with SEN?

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

How will the school prepare and support pupils who are transferring to a new school?

How does the School support pupil's overall well-being?

How does the school prepare their pupils for their next stage of education and for adult life?

Who can parents/carers contact to talk to about their child's special educational needs?

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

Here are some of the questions asked by our parents and carers about the SEN provision in our school:

Here are some of the questions asked by our children and young people about the SEN provision in our school:

For more information about the SEN provision at our school please follow these links:

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- Details of the school's policies on behaviour, SEN and disability provision