



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

**December 2019**

As part of the SEND code of practice 2015: 0-25 years , Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children with Special Educational Needs in the local area.

In order to support staff development and strengthen the offer for children and families with SEND we have achieved the IQM (Inclusion Quality Mark) as well as the I Can Certificate of Early Talk Accreditation.

Newham's Local Offer is available on the Newham Website at <https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0> . It 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 SEND Code of Practice as laid down in the Children and Families Act 2014. This is a graduated approach and recognises there is a continuum of need.

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.

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 Paolina Tempesta. The Senior SEND Family Support Officer is Josie Brown. There are 2 senior early years educators as part of the inclusion team and 2 early years educators who support alongside class teachers and key workers. . The Inclusion governor, with an interest in SEND, is Kuda Adams. The Governing Body as a whole is responsible for making provision for pupils with SEND.

### **The role of the Inclusion Coordinator:**

The SENCO/Inclusion coordinator works with other staff to implement the SEND Policy, they coordinate provision for all children including those with SEND, liaise with and advise staff. They work with the inclusion team, class teachers and key workers to plan for children with SEND.

The inclusion coordinator offers support for families. They contribute to in-service training and support staff development. They liaise with LA support services and other external agencies and keep appropriate records. Their role also involves monitoring how provision is implemented.

### **The role of the Senior SEND Family Support Officer:**

They work with Class teachers, keyworkers and the Inclusion Team to implement the SEND Policy. They ensure that provision mapping provides high quality, appropriate activities that meet the needs of children, they

provide support and advice for staff and liaise with them. They work closely with families providing support for them, offering advice, and sign-posting them to appropriate services. They liaise with LA support services and other external agencies, making referrals to the SPA panel when necessary. They provide services and support to the wider community by organising SEND 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 outreach services. We also offer children with SEND extended transition arrangements.

### **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.

All our staff are trained in a variety of approaches which means we are able to adapt and support a range of SEN: - Autistic Spectrum Disorder; Speech, Language and Communication needs; Behavioural, Social and Emotional difficulties, Down Syndrome .

We have teachers and support staff with training related to specific learning needs E.g. 'Autism', 'Selective Mutism', 'Speech, Language and Communication Difficulties' and 'Behavioural and Emotional Difficulties and visual and hearing impairment.

### **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'.

### **How we adapt the curriculum so that we meet children's special educational needs:**

The curriculum we present is broad and balanced. Staff plan activities which are appropriate and are flexible enough to meet the needs of all children including those with a range of special needs.

We use additional interventions or 'provision mapping' where appropriate for children with SEND. For example, we use 'tiny topics' to develop children's language skills and Sensory Room sessions to develop language, listening, understanding and social skills. Children also join a range of other small group sessions for example 'music interaction' 'developmental movement', environmental walks, touch and taste and

Our strong Key Person Approach supports children's social and emotional development and feeling of belonging. Where necessary, staff offer specific social skills interventions and follow specialist advice provided by other professionals. Children are encouraged to vocalise their thoughts and opinions and these are always treated with respect and we support them to understand their emotions.

When a child is not using language, their actions and needs are always respected. The child's voice – whether it is verbal or non-verbal – is always taken into consideration when planning for their needs as evidenced in the Early Help Records, Support Plans, and Special Books.

All children at the nursery learn about diversity and respect in accordance with our policy on Promoting British Values. Children with SEND are encouraged by all staff members to engage in play with their peers and are free to access the provision just as a child without SEND. They are a part of the free flow provision and therefore included in the main class. All children are helped to learn about interacting and playing with children who have SEND.

Our Positive Behaviour Policy outlines our approach to helping children to behave positively, stand up for their rights appropriately and resolve conflicts. We support children whose actions may be hurting others to slowly understand the impact of their actions on those around them. We recognise this may be a long journey.

Our planning is tailored to meet the needs of all children and comes, in part, from the children's interests. Delivering the plans may take the form of small groups or individual teaching depending on the children's needs. Teachers, Early Years Educators and Learning Support Assistants receive specific training

in relation to the use of resources and strategies to support children with SEN. E.g. 'SignAlong', I can , tacpac 'tiny topics, 'Intensive Interaction' and 'Attention Autism'

We follow the SCERTS model along with other Newham schools when supporting children with Autism. The Social Communication component of SCERTS focuses on the development of communication and positive participation in social activities. With an emphasis on functional communication, the model supports the development of joint attention (helping a child to become more able to participate in reciprocal interactions with others). Increased competency in joint attention can result in an increased ability to share attention and emotions as well as to express intentions with a social partner.

**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 needs 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.

We have regular educational visits and children with SEND are always included in these. Parents of all children are welcome to join us on visits. We run Forest School and beach school sessions and all children with SEND are supported to take part in these sessions.

**What equipment or resources we use to give extra support for children with SEND:**

We use visual timetables, objects of reference, picture reference, emotion key rings, sand timers, core boards and intensive interaction for children who need it. We have a sensory room in our nursery which helps to develop social skills and language and communication skills.

We aim to make appropriate accommodations to ensure all children and their families can be included within the nursery. We monitor accessibility and identify areas for development. We have chairs of varying heights and accessible toilets

### **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', this will form part of their support plan. 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 the Inclusion Coordinator or Senior SEND Family Support Officer in consultation with the child, family, Inclusion Team and Key worker, and may also involve consultation with and advice from external agencies.

The support plan will detail:

The short-term targets set for or by the child, the teaching strategies to be used and 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 and submitted to a SPA panel. They will decide if a referral to another agency is required. The school is also able to

refer directly to a 'bought in' SALT who comes in 1 day a week. 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 EHC plan and the school will also suggest a plan if appropriate.

### **Funding.**

We are funded for 16 assessment places' for children and may apply for further funding for eligible children through the Single Point of Access Panel (SPA).

### **Transition**

We offer home visits to all children so that we can see the children in their own environment and begin to build a relationship before they start nursery. We have a settling in period for all children and this varies in length depending on each child's needs

When children are due to go to Primary School a transition programme is implemented in the term usually before transfer. The Inclusion Coordinator or Senior SEND Family Support Officer and the parents/carers will visit the primary schools to choose the setting which best meets the child's needs. When a setting is chosen we will meet with the 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. The child will visit the primary school on a number of occasions as part of the transition programme.

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.

LCIS (the language communication and interaction service)

Sensory team

Complex needs team

occupational therapy

physiotherapy

Where a child is involved with a lot of outside agencies we feel it is important to invite everyone together to review a child's progress. We set realistic targets and review strategies that we will use to support the child to achieve those targets. We include parents in all of these discussions.

Parents are signposted to voluntary and charity organisations, such as the National Autistic Society, Scope, Shelter, Sendias to ensure that they are well supported. Health and Local Authority support services are invited to run groups and workshops with parents to provide specialist support for example sleep workshops

### **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 offer and the effectiveness of the provision made. We discuss these children at weekly meetings with staff and put plans in place to support them. For children with High Needs, parents are invited for a termly meeting with the SENCO and Key Person to discuss targets on their child's support plan and how their child is progressing towards them. New targets are set in a plan, do, assess and review cycle. There are regular informal opportunities for parents to meet with their key person and with the SENCO to discuss progress. Parents can ask for such a meeting to be arranged at any time.

### **Evidence used to demonstrate this:**

Comparative use of On Entry and On Exit Data to assess progress and to identify those children at risk of making poor progress, and those whose development is a possible cause of concern.

Monitoring of classroom practice.

Monitoring of procedures and practice by designated SEND governor.

School's Self-Evaluation.

OFSTED inspection reports.

School Development Plan.

Monitoring of Support plans and targets achieved

Pupil progress meetings



## Case studies

Every half term, the SENCO and Senior EYE inclusion team will carry out the Inclusive Profile Audit (ICP) to ensure that the provision is accessible for children with Special Educational Needs and Disability

### **This offer 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 support plans and are making progress appropriate to their stage of development.

We can demonstrate 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

### **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. If we have a concern about a child we will discuss with the parents if their child's behaviour and understanding are the same at school and at home. We will work with the parent and discuss strategies to support their child so that we are working together to help their child make progress. Where appropriate we will invite parents to a meeting to discuss and review the provision that has been in place to support their child. We have an open-door policy and encourage parents to discuss any concerns that they have with their child's key person, SENCO or head teacher. 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 and invited to support groups run at nursery and in the Children's Centre for example 'Bengali tea and chat group', weekend SEND stay and play groups and the EPATS course

We organise a buddy system for parents to meet with other parents of children with SEND and direct parents to support networks so they may learn about the various transitions through life that their child will experience

### **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.