



SEN Information Report March 2023

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We believe that all children are entitled to a broad and balanced curriculum and the overarching principles of the Early Years Foundation Stage guide and shape our practice. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

Statutory Framework for the Early Years Foundation Stage 2021 page 6

Identification of Special Educational Needs

Children with special educational needs may be identified in a number of ways including:

- A family might share with us that their child has a particular need when they apply for a place for their child or during a home visit or conversation before the child starts at Nursery.
- Other professionals might contact us (with permission from a family) to share information about a child's needs. We work closely with Startwell workers, Health Visitors, Speech and language therapist, Occupational therapist, the Child Development Unit and Portage.
- When children have started Nursery and staff get to know the children our assessments, including Wellcomm assessment might help us to identify needs that we will discuss with the child's family

Please read our SEND policy for further information about identifying Special Educational Needs and Disabilities. This is available from our website, or you can request a printed copy from Karen or email her on karen.fairweather@larkhill-nur.stockport.sch.uk

How we work with parents in identifying and planning to support children with Special Educational needs:

- If we are concerned about a child's progress or development we will discuss this with parents and explore with them if the child's behaviour and understanding is similar at home. We will agree strategies that might support the child at home and nursery and agree a time to review the child's progress.
- Where appropriate we will meet with parents to discuss and review the provision that is in place to support their child.
- Parents can speak to their child's key person, the SENDCo who is also the Headteacher if they have any concerns about their child's progress or development. A convenient time can be arranged by speaking to one of the nursery staff, or by emailing the SENDCo / Headteacher.
- When children have a support plan we invite parents to review the plan with us at least once a term. We also share a summary of progress towards the child's targets regularly on Tapestry. The frequency of the summaries will vary according to the child's needs and the level of additional support that they have at Nursery.

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

- We have reviewed all our Nursery routines and do this regularly to ensure that appropriate adaptations are in place so that all children are included in all aspects of nursery life.
- We use Makaton and visual symbols to support verbal instructions given at group times and about the routine at Nursery.
- We have a quiet room that can be used for focused activities to support individual children or to give children time away from the busier Nursery environment.
- Children with SEND join the free flow provision at the Nursery and staff support and encourage interactions with other children.
- We aim to provide most of our support for children with SEND alongside their peer group not through activities where they are taken away from play with their peers.
- We work with other professionals such as speech and language therapists and occupational therapists who might offer advice about changes that we can make to support children at Nursery.

How we support improving emotional and social development:

- Personal, Social and Emotional development is a high priority in our curriculum. We have a Key Person approach to support children's social and emotional development and feeling of belonging and all staff spend time getting to know all children. We use the Box of Feelings to support children's awareness of their emotions and where appropriate we support children to develop their social skills. This might be through supporting them by playing alongside them or through small groups with a particular focus on turn-taking.
- Children are encouraged to share their opinions and these are listened and responded to as appropriate. When a child does not use language we observe them carefully to see what they are telling us. We consider the child's voice, whether verbal or non-verbal when planning for the children's needs.
- We believe that all children can learn how to treat others with care and consideration. We want all of our children to have self-respect and have growing self-esteem. We promote consideration and empathy for others. We encourage the children to develop the social skills of negotiation and problem solving. Our behaviour policy outlines our approach to supporting children's behaviour in Nursery.

How we modify teaching approaches

- All our staff have been training in a variety of approaches which means that they can adapt and support a range of SEN and are constantly updating their knowledge.
- We use Makaton and visuals alongside verbal instructions to support children's understanding and processing.
- We plan 'In the moment' with adults supporting children's learning through activities that they have chosen. We also plan group times at every session and use visual supports, Makaton and props to ensure that all children can join in with these activities in a way that is appropriate for them.
- We seek advice when necessary from professionals including, the Early Years SEN consultant, Speech and Language therapist and occupational therapist to ensure that all children are supporting to make progress.
- We support children within the main Nursery alongside their peers with occasional focused small group or 1:1 interventions in our quiet room if appropriate for an individual child.

How we assess and review children's progress so that the children stay on track to make at least good progress.

- We use Development Matters to assess children's progress over time with a snapshot assessment completed each term. We use Tapestry to share observations linked to children's targets or to share particular achievements and families also share the things that children have done at home.
- The Headteacher / SENDCO and Nursery Teacher meet each term to review assessments and to monitor progress.
- When a keyworker or parent expresses concern about a child's progress or development we will plan additional support for them that will be reviewed regularly . The plans for support might be in the form of an additional support plan, One Page Profile or provision map.
- When children have an additional support plan this will be reviewed at least once a term with new targets set. There are regular informal opportunities for parents to speak to their child's keyperosn and a meeting with the SENDCo can be arranged at anytime.

Equipment or resources that we use to give extra support for children with SEND

- We use visual timetable, now/next boards, PODB boards, sand timers and intensive interaction for children who need it.
- We have a quiet room with a bubble tube, a large gym ball, lycra and elastic (these can be used for the children to pull and push) which can support children with sensory processing needs.
- We have a variety of different types of scissors and TheraPutty that can be used for hand exercises.
- We have different types of 'chewllry' which can be used for children who have sensory needs.
- Our accessibility plan outlines steps we have taken to ensure that the nursery is accessible.
- We will respond to recommendations from professionals and parents about equipment that will support their child and will ensure this is available when required.

- **How we work together with other agencies to support children with SEND**

- We have support from the Early Years SEN consultant who gives advice about meeting the needs of children attending the nursery.
- We work closely with other professionals including speech and language therapists, and occupational therapists. We follow advice and programmes provided by these professionals and share information with them about children's progress at nursery.
- We access courses provided by Children's Therapy services that are relevant to our children this has included courses about, introducing visuals, using PECS, sensory development and Makaton.
- Visiting professionals have also provided training on food play for staff and a programme for developing food play over several weeks.
- When children are involved with several outside agencies these agencies will be invited to be part of reviews either by providing information or attending meetings.
- We work closely with Startwell and the Health Visiting team and can refer families to Startwell for support if appropriate.
- We signpost families to the Stockport local offer website which has details of organisations providing support in the local area.
- We provide information on Tapestry about SEN including information from charities.
- We work closely with Portage and speak to Portage workers, with parent's permission, about children's needs when they start Nursery. We have also done home visits with Portage workers so that information can be shared before the child starts Nursery.

What other activities are available for children with SEND

- All children are involved in all aspects of Nursery life. We will let families know about visits and visitors and parents are welcome to join us for many of these events.

How we evaluate our teaching and environment to ensure that it is inclusive:

- We have a provision map for the Nursery identifying the support that is available for children. This is reviewed at least once a year and as a result of advice received from professionals.
- The SENDCo/ Headteacher and Nursery Teacher consider individual provision maps regularly and ensure that our teaching and environment are accessible and inclusive. We adapt our approaches as needed to meet the needs of individual children.
- The accessibility plan outlines how we ensure that the nursery is accessible.

How we support children's transition into our Nursery, and the transition to Primary School:

- We offer all children a home visit so that the child can meet their keyperson in their own environment and begin to build a relationship before they start Nursery.
- Children then have a visit to Nursery with an adult and then start Nursery initially for a settling period with shorter sessions. The length of the settling period varies in order to meet individual children's needs and will be agreed between the keyperson and family.
- If a child attends another setting before they start Nursery we will contact the setting to find out more about the child's needs and interests and will visit the setting if possible.
- When a child has special educational need that has been identified before they start Nursery the SENDCo will speak to the family to find out more about the child's needs and support that they will need at Nursery.
- Transition to Reception is very important and when we know which schools children will be attending we organise our transition activities.
- We speak to Reception teachers from the schools that children will be attending and invite them to visit the children at Nursery.
- The SENDCo will speak to SENDCos from Primary Schools and share information about the support that children have received at Nursery.
- When appropriate we work with families to request an assessment for an Education Health and Care plan.
- When appropriate we will arrange transition meetings with Parents, Primary School staff and Primary Inclusion to plan for children's transition.

How additional funding works

- With Parent's agreement we can apply to the Early Years Panel for additional funding when supporting a child at Nursery costs more than we receive to fund them.
- The funding is often provided as block funding rather than funding allocated for individual children. The funding will be used to support children in a variety of ways including purchasing resources and staffing for intervention groups or additional support within the Nursery.

About the local offer:

Stockport's local offer website sets out the support that is available for children and young people with SEND in the local area.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

Complaints

We have an up-to-date complaints policy which is available on our school website. This year we have had no complaints regarding our SEN related practices and procedures, Our aim is to provide an open and welcoming environment where every child feels safe and happy, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.

Our provision for children

- Our provision map outlines the provision for children at Lark Hill Nursery School and is provided below:

Provision Map

The table below provides a brief summary of our approaches for all children and those who need further support to ensure that they make progress.

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	<p>Termly meetings between keyperson and Nursery Teacher to moderate assessments and monitor children's progress agreeing strategies to support each child's learning and development.</p> <p>Termly meeting between Nursery Teacher and Headteacher monitoring progress of all children.</p>			
Universal approaches (Quality First Teaching)	In the moment planning-adults respond to children immediately and use their knowledge of children's interests and needs to respond to them in the moment to ensure that they make progress and have appropriate challenge at nursery.	Wellcomm assessment for all two year olds, for all three and four year olds in receipt of Early Years Pupil Premium and for any child assessed below age related expectations in communication and language.	Weekly circle time for all three and four year olds with their keyperson. Well-being and involvement assessment included in termly assessments. Keyperson who will get to	Challenging environment with adults available to support and encourage children to keep practising their physical skills. Nursery room planned to include quiet areas and spaces where children can hide-e.g. mirrored tunnel.

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	<p>Three and four year old key people plan a learning review week for each child in their group at least twice a year. During this week they focus on this child and use Tapestry to record their interactions and the child's progress.</p> <p>Two year old keypeople have four children at nursery at a time and focus on these children as and when needed in order to support their learning and development.</p> <p>Two year old progress summary and discussion with family supports early intervention and provides an opportunity to discuss the progress review that families have had with Health Visitor.</p>	<p>Two year olds have a weekly language focused group based on Wellcomm 'Book of ideas' materials.</p> <p>Experienced adults who make time to talk to children as they play about the things that interest them. All adults have had training about extending children's speech and one member of staff has completed both Elklan and Wellcomm training and provides support and advice for staff if needed.</p> <p>Two, three and four year old children share the nursery space so younger children have older children playing alongside them and modelling more advanced language.</p>	<p>know the children and families in their group well and provide a positive relationship that gives children the confidence to explore.</p> <p>Keypeople working in duos/trios so wherever possible one of the duo/trio is at nursery at all times.</p> <p>Adults talk to children about their feelings sometimes using symbols or Makaton signs to support this communication. For example when a child is settling their feelings will be acknowledge, "I know you are sad that Mummy had to go, I will look after you until she comes back."</p> <p>Children are supported to understand the</p>	<p>Two year olds have a weekly group time with a physical focus planned as appropriate for them-this could simply be walking round the garden going up the hill and down the steps or using small equipment.</p> <p>Daily mile-all children encouraged to walk or run for fifteen minutes each day. Children supported to join in with this as appropriate.</p> <p>Regular access to sensory activities including water, sand, clay, powder paint, cornflour and water, soapflakes and water, cloud dough, playdough.</p>

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	<p>Termly tracking on Tapestry summarising a best fit judgement for children. SEND statements are used if appropriate for individual children.</p> <p>Adults provide commentary on what children are doing and support reflection on learning-for example by summarising the activity at the end of a group time. Or by commenting on what children have completed.</p>		<p>consequences of their behaviour, "Look X is crying because they are sad. They had not finished their turn when you took the car."</p> <p>Children are given specific verbal praise which recognises effort and progress.</p> <p>All staff have completed Team Teach training (Summer term 2019)</p> <p>One to one and small group ELSA sessions. (Emotional Literacy Support Assistant session)</p>	
Targeted approaches Small group interventions/extra support	<p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Groups planned according to children's assessments</p>	<p>Weekly Wellcomm groups for children who when screened are below the expected level with termly reassessment followed by referral or advice from speech and language therapist.</p>	<p>Box of feelings and Hopla groups for children assessed as having low well-being.</p>	<p>Funky fingers group for children assessed as needing additional support with fine motor skills.</p> <p>Liaison with Startwell coordinator and link Health visitor to provide further</p>

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	<p>so if appropriate older children have some group times with younger children to ensure they have appropriate experiences and group sizes.</p> <p>In the moment planning supports and individual approach for all children. If children need some extra support they might have more frequent learning review weeks or receive additional time from Anne, Heather or Cathy.</p>	<p>The use of Makaton signs and visual symbols to support communication.</p> <p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Working with speech and language therapist and using materials provided by them in nursery to support children if appropriate.</p>	<p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Visual timeline of routine activities so children know what is going to happen next.</p> <p>Children are supported by an adult when playing alongside others to take turns and to manage their frustration.</p>	<p>support at home if appropriate.</p> <p>When professionals advise that extra one to one or small group activities might support a child's needs these will be planned into the child's time at nursery. This support will usually be provided by the child's keyperson.</p>
<p>Individualised approaches Individualised targeted support for children with SEN</p> <p>In all areas of need we liaise with other professionals as appropriate.</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND statements to support</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND statements to support</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Families provide information about their child's needs before they</p>

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	statements to support staff to consider smaller steps of progress.	staff to consider smaller steps of progress	staff to consider smaller steps of progress	<p>start nursery and these are discussed with the keyperson at the home visit and adaptations planned before they start. For example all staff might be made aware of the best place for a child to sit during group activities.</p> <p>Regular access to quiet areas.</p> <p>Individualised support following recommendations of occupational therapist including rocking, deep pressure massage, one to one sensory activities with play materials or food.</p> <p>Assessment completed using Tapestry's SEND statements to support staff to consider smaller steps of progress</p>