Rye Community Primary School Early Years including Pugwash Nursery (January 2020)

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Rye Community Primary School and Pugwash Nursery</th>
</tr>
</thead>
<tbody>
<tr>
<td>EY Number</td>
<td>NA</td>
</tr>
<tr>
<td>Address</td>
<td>The Grove, RYE, TN31 7ND</td>
</tr>
<tr>
<td>Email</td>
<td>You can email Pugwash Nursery on: <a href="mailto:pugwash@ryeprimary.co.uk">pugwash@ryeprimary.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>You can email the inclusion team at the primary school on: <a href="mailto:senco@ryeprimary.co.uk">senco@ryeprimary.co.uk</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>You can phone the school office and ask to speak to the appropriate member of staff on 01797 222825.</td>
</tr>
</tbody>
</table>

| Name of Nursery SENCO         | Mrs Katie Monks                                |
| Name of Inclusion Leader      | Mrs Lisa Nice                                  |
| Name of Foundation Leader     | Mrs Vicky Isted                                 |

All Aquinas educational establishments (Nursery and Early Years settings) are committed to, and adopt, a similar approach to meeting the needs of all pupils including those with Special Educational Needs (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress at nursery and within school.

At Rye Community Primary School and Pugwash Nursery we feel that every child should be treated as a valued member of the wider school community. We make reasonable adjustments to our practices to comply with the Equality Act (2010).

Rye Community Primary School and Pugwash Nursery are inclusive settings which offers a range of provision to support pupils with SEND. The support deployed will be tailored to individual need based on the knowledge and expertise of educational professionals (nursery and school) and external agencies where this is applicable. Our long term aspiration is to enable pupils to work towards becoming independent and resilient learners.
1. **How will the setting help my child to settle in?**

   **Pugwash Nursery**

   At Pugwash Nursery each child is allocated a **key person** before they start. The key person will help to settle your child into Pugwash Nursery and remain a central point of contact for parents / carers.

   Conversations with parents/carers will take place with nursery staff to discuss any concerns or worries. We will also communicate your child’s achievements.

   **Home visit for nursery:** On some occasions, a member from the nursery team may visit the feeder pre-school / nursery settings to observe SEND learners and talk to key staff.

   The adjustment of nursery sessions and times is available depending on the individual child and how well they are settling.

   **Settling in sessions** can be accessed when your child starts nursery.

   At Pugwash Nursery we will also complete a Summative Assessment on Transition to School which we share with you and then pass onto the teacher at the school your child will be attending.

   **Reception**

   Home visits are completed by the foundation stage teacher and support staff for all learners as driver for gaining additional information about your child’s needs and interests before they start reception.

   The Inclusion Leader / Foundation Leader will liaise with the pre-school / nursery for learners with SEND so we are aware of how your child’s specific needs are catered for.

   Conversations with parents/carers will take place with school staff to discuss any concerns or worries.

   A home-school contact book is used within reception so any important information can be shared between yourself and the school.

   Taster sessions are completed before your child starts school so they can make a positive transition into reception.

2. **What is the setting’s approach to supporting different children’s needs and how will that help my child?**

   **At Pugwash Nursery** we offer an inclusive setting where every child is settled and monitored by an assigned key worker. This allows staff to get to know more about their pupils’ individual needs. This will then inform planning and individual next steps.

   All staff will work collaboratively with any previous settings and outside agencies involved. Parents/carers are informed about their child’s social, emotional and academic progress.

   Children that are already identified with an additional need will be monitored by the Nursery Special Educational Needs Co-ordinator (SENCO) and outside agencies will continue to support.
Within reception your child’s class teacher(s) will hold the overall responsibility for facilitating and tracking your child’s social, emotional and academic progress.

Children that are already identified with an additional need will be monitored by the Inclusion Leader once they start school and outside agencies will continue to support as required.

3. Who can I contact for further information within the setting?

Initial point of contact for Pugwash Nursery:

Mrs Katie Monks
Nursery Manager and SENCO
Pugwash Nursery
The Grove
Rye
East Sussex
TN31 7ND

Tel: 01797 228695/01797 222825
pugwash@ryeprimary.co.uk

Point of contact for Foundation stage:

Mrs Vicky Isted
Foundation Stage Leader
Mrs. Lisa Nice
Assistant Head teacher/Inclusion Leader

Rye Community Primary School
The Grove
Rye
East Sussex
TN31 7ND
Tel: 01797 222825

4. How accessible are the setting’s indoor and outdoor environments?

Any children who have SEND joining Nursery should contact the Nursery SENCo for an initial meeting to discuss needs and anything the nursery can put in place to support each individual.

The indoor and outdoor environments are located on one level within our Nursery setting.

Entry into the school is accessible for all pupils via a sloped walk way.

Any children who have SEND joining reception should contact the Inclusion Leader for an initial meeting to discuss needs and anything the school can put in place to support each individual.

Our school has disabled access and facilities at all floor levels (with lift access to the first floor) to accommodate the needs of physically disabled children, adults and visitors.

A ramp system is available for entry / exit onto the school grounds.

A ramp system is also available for entry / exit into the school building from the school playground.
5. **What specialist services and expertise are available at or accessed by the setting?**

As a Nursery and school we work closely with all external agencies that we feel are relevant to individual children’s needs within our Early Years setting, including:

- Support from Early Years’ Service (for learners attending nursery);
- School Nurse;
- Health Visitor
- Paediatricians;
- Speech & Language therapists;
- Occupational Health;
- CAMHS (Child and Adolescent Mental Health Service);
- Music Therapy Provision;
- Dragonflies (Supports young people and families with emotional wellbeing, loss or separation);
- Education Futures Trust;
- Educational Psychologists;
- Sensory Support Service;
- CLASS (Communication Learning and Autism Support Service);
- English as an Additional Language Service (for school aged learners);
- Social Services – including Social Workers;
- Key Worker Service.

6. **How does the setting know if children need extra help?**

At Pugwash Nursery and Rye Community Primary School children are identified as having SEND through a variety of ways. Indicators that a child may need extra help may occur when a:

- Child is performing below age expected levels;
- Child is not meeting their developmental milestones;
- When a concern is raised by a parent or carer;
- When a concerns is raised by nursery or school staff for example if behaviour or self-esteem is affecting performance;
- Through liaison with external agencies i.e. other Early Years establishments;
- Via a health diagnosis through a paediatrician;
- As a result of a discussion within a pupil progress meeting.

7. **How will I be involved in my child’s learning and overall wellbeing?**

We are an inclusive nursery and school; we welcome and celebrate diversity. All colleagues believe that a child having high self-esteem is crucial to a child’s well-being. We are a caring, understanding team.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class once they start school, therefore this would be the parents’ first point of contact.

If further support is required, the class teacher liaises with the Nursery SENCo or Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.
Formal Pupil Progress meetings are held between educational professionals on a termly basis.

Robust monitoring of formal assessment data is completed at the start and end of EYFS.

All additional support is implemented and documented through a Plan Do Assess Review process.

## 8. What training and experience have colleagues had in supporting children with SEND?

Colleagues have access to the following:

- An Inclusion Leader with significant experience of working with SEN learners and experience of managing the specialist provision needed for learners with complex needs;
- An experienced SENCO with specialist expertise within the nursery phase of education;
- A Foundation Leader with specialist knowledge and experience of the Early Years.

The Inclusion and Foundation Leader also form part of the senior leadership team and hold a qualified teacher status.

### At Pugwash Nursery we have colleagues with specialist pre-school expertise and qualifications including:

- Nursery Practitioners who are Makaton and Forest Schools trained;
- Nursery Practitioners who have either a Foundation Degree in Early Years Education and Play work/ NVQ 3 in Children’s Care Learning and Development / Early Years Care and Education, BTEC National Diploma in Early Years, City & Guilds Level 2 in Children and Young People’s Workforce, NVQ 3 Level 3 diploma in Childcare.

### At Rye Community Primary School we have staff with specialised expertise and qualifications in school including:

- Accredited staff in Dyslexia, staff who have specialist knowledge within Speech / Language and physical development (i.e. are trained in Language Link, Speech Link and Sensory Circuits);
- Colleagues have also completed the Achievement For All Training which supports the use of structured conversations and pupil voice;
- The school has completed the Talk 4 Writing training as part of an initiative for developing effective writers.

## 9. How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

All children partake in a ‘transition day’, where they move up to their new class, meet their new teacher and classmates. This helps them to prepare for moving on. The new reception children come in and spend some time at school.

We encourage all new children to visit the school with their families prior to starting, where they are shown around the school.
For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. During these additional visits, the child would meet a member of the nursery team or their class teacher and any additional adults who will be providing support to the child.

Co-production of the SEND information Report
Co-production of the SEND Information Report is an essential part of forming the School offer.

All stakeholders, including families, Inclusion Leader, Head of School and Trust representatives have worked to produce this document.

The SEND Information Report should provide practical, straightforward information to families and other stakeholders about your school’s inclusive practices and SEND provision.

Date published: December 2019
Date of next review: September 2020

Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Support provided</th>
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<tbody>
<tr>
<td>Katie Monks</td>
<td>Nursery Manager and SENCO</td>
<td>Daily management of the nursery setting, co-ordinates the special education provision within the nursery phase of education. Pupil premium lead for nursery.</td>
</tr>
<tr>
<td></td>
<td>Designated Safeguarding Lead</td>
<td></td>
</tr>
<tr>
<td>Fran Rattray</td>
<td>Deputy Nursery Manager</td>
<td>In charge of the daily management of the nursery setting in the absence of the Nursery Manager. Provides support and guidance around matters relating to health and safety.</td>
</tr>
<tr>
<td></td>
<td>Designated Safeguarding Lead</td>
<td></td>
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<tr>
<td></td>
<td>Key person for health and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>safety</td>
<td></td>
</tr>
<tr>
<td>Katie Bull</td>
<td>Nursery Practitioner</td>
<td>Key worker experience and expertise. Lead for phonics and health and self-care.</td>
</tr>
<tr>
<td>Sophie Blattman</td>
<td>Nursery Practitioner</td>
<td>Key worker experience and expertise. Leads Forest School sessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Runs ‘Balancability’ sessions in the nursery.</td>
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<tr>
<td>Carly Pearson</td>
<td>Nursery Practitioner</td>
<td>Key worker experience and expertise. Leads the outdoor provision.</td>
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<tr>
<td></td>
<td></td>
<td>Leads Forest School Sessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Runs ‘Balancability’ sessions in the nursery.</td>
</tr>
<tr>
<td>Katarina Zelenayova</td>
<td>Nursery Practitioner</td>
<td>Keyworker experience and expertise</td>
</tr>
<tr>
<td>Lena Robinson</td>
<td>Nursery Practitioner</td>
<td>Key worker experience and expertise.</td>
</tr>
<tr>
<td>Trish Hayesmore</td>
<td>Nursery Practitioner</td>
<td>Experienced practitioner, key worker support.</td>
</tr>
<tr>
<td>Vicky Isted</td>
<td>Reception Teacher</td>
<td>Leads teaching and learning within Minnows.</td>
</tr>
<tr>
<td>Abbie Lee Emily Wrenn</td>
<td>Reception Teachers</td>
<td>Leads teaching and learning within Sardines.</td>
</tr>
<tr>
<td>Maria Mewburn Sheliegh Kimmitt</td>
<td>Reception</td>
<td>Support teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>Support staff</td>
<td></td>
</tr>
<tr>
<td>Vicky Isted</td>
<td>Foundation Leader</td>
<td>Leads on teaching and learning with the EYFS.</td>
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