

Ronald Openshaw Nursery Education Centre



School Information Report

OCTOBER 2015

Approved by Governors

Agreed by:.....

Chair of Governors:..... Date:.....

Minute ref:.....

Head Teacher:..... Date:.....

SEN provision for Children at Ronald Openshaw Nursery Education Centre

Date: September 2015

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 and young people with SEN 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 with SEN.

This is the Local offer for Ronald Openshaw Nursery Education Centre. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEN. This information has been produced together with parents/carers and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Ronald Openshaw Nursery Education Centre.

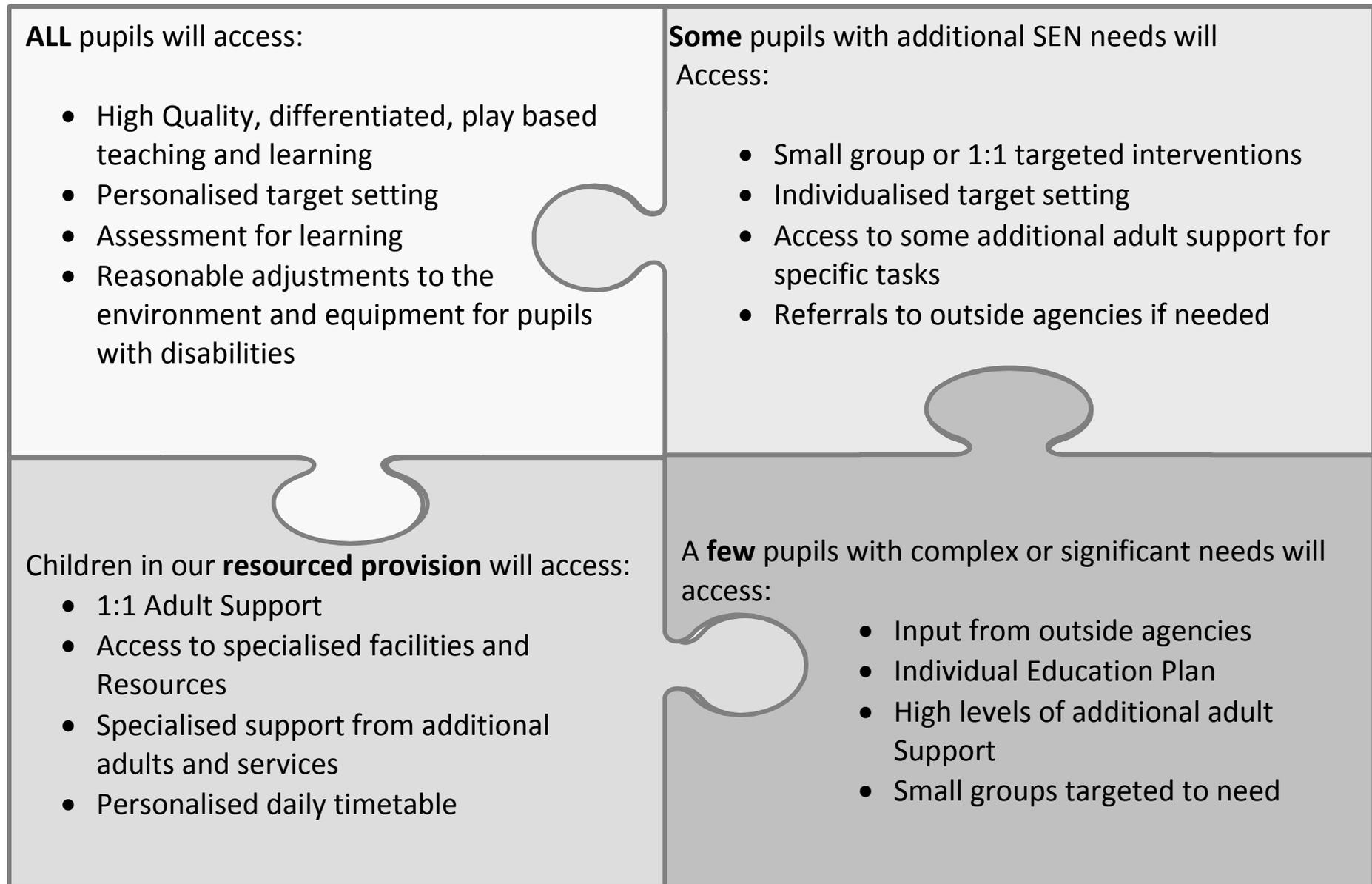
At Ronald Openshaw Nursery we believe that every child has the right to excellent play based education which is carefully planned to meet their own abilities/disabilities, so that each child can achieve to the best of their potential.

'If we are disabled, either in body or mind, treasure us especially and give us the care we need to live happily in the world' (*text adapted by Caroline Castle from right number 23 of the UN Convention on the Rights of the Child*).

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 pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

Date of Review: September 2016

The Ronald Openshaw Nursery School Offer



More information about our Offer of SEN provision:

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

Children are identified in different ways, these include parental concerns, staff concerns and through our assessment tracking system.

How is the curriculum matched to pupil's needs?

Activities are carefully planned to be accessible to all learners and staff are trained to adapt them to an individual Child's needs.

How does the school know whether pupils are making progress?

As minimum pupils are assessed against the seven areas of the EYFS on entry, mid way through their nursery education and when they leave to join Reception. Our Two Year Olds are assessed separately on entry, mid point and when they turn three in the three prime areas only. Children who have been identified as having high level special needs are assessed using the B Squared tracking system six times a year.

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

Key Workers are available to speak to parents/carers informally each day or formally three times a year on Parents Days where they will receive a written summary on how their child is progressing. Parents who have children with SEN and 1:1 support are given daily feedback, either verbally or in a communication book. All children's special books are located in classrooms and can be looked at at any time.

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

Adult support is allocated based on the individual need of the child. It may be in the form of support at group time, during free play, targeted small groups or full 1:1 support.

How are decisions made about how much support individual pupils receive?

Children are carefully assessed by the SENCo, Class Teacher and Key Worker to decide how much support is needed. Parents are part of this decision making through IEP meetings. The nursery will apply for High Needs Funding for children who are identified as needing a high level of adult support.

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

Our detailed assessment systems mean that we can identify children who have received additional support and clearly track the progress they have made in all areas of the curriculum.

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

Parents/Carers of children with SEN formally meet with the SENCo, Class Teacher, Keyworker and when possible outside agencies to discuss progress and targets as a minimum three times a year or more often if needed. Each child receives a written summary three times a year and their special book is available to be looked at at any time. Informally the child's Key Worker is available for verbal feedback daily or through a communication book.

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

Parents/Carers are invited to each IEP meeting and their views are valued and recorded. As the child's primary educator, information they have from home is invaluable to their child reaching their full potential.

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

All staff are fully trained to work with children with SEN. Staff receive additional training based on a children's individual needs, this can include whole centre training. The core SEN team are very experienced and work closely with newer members of the team or supply staff to ensure that our high standards are met consistently when working with children with SEN.

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

The nursery accesses all support services that are needed by individual children, this includes Speech and Language Therapy, Occupational Therapy, Physio Therapy, Educational Psychology Services, Social Emotional and Behavioural Services, Complex Needs and Dyslexia Service, Language Communication and Interaction Services, and services for visually impaired and deaf children

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

All classrooms are carefully planned and furnished to ensure access for all, this includes specialist tables/equipment, space so all areas can be accessed by wheel chairs and activities set at low levels for floor moving children.

How will you help me settle my child into nursery?

We invite all children and their families to spend time in the nursery before they start at nursery so that they become familiar with the setting. We offer home visits to all of the children so that we can start to build a relationship with them before they start nursery. We then have a settling in period, this varies in length depending on the needs of the child.

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

Parents/Carers can contact:

Megan Panayiotou – SENCo

Caroline Millie – Senior Nursery Nurse in charge of SEN

Alison Lentz – Head Teacher

Or the child's Class Teacher

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

If there is a complaint about the SEN provision in the school parents/carers should first contact Megan Panayiotou (SENCo). If after this they feel that the matter has not been satisfactorily resolved they should contact Alison Lentz (Head Teacher) and follow the complaint procedure which can be found on our website.

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

Who will be looking after my child?

Your child will be cared for by a team of experienced SEN staff who will receive all of the appropriate training to be able to deal with your child's individual needs. If new members of staff join the team they will be supervised and supported by the more experienced members of the SEN team and the Senior Nursery Nurse.

Who can I speak to about my child's needs?

Your child will be assigned a Keyworker who will work with them regularly and provide informal regular feedback either verbally or through a communication book. You can also speak to any other member of the SEN team or the SENCo – Megan Panayiotou. Formal Parents days and IEP Meetings are held three times a year.

How do I settle my child into nursery?

Your child will receive a home visit from members of staff who will be working with them. On the home visit we will discuss with you how to best settle your child and give them a date for their first visit. We encourage parents to set aside some time to spend in nursery with their child before leaving them for the first time.

How will you know about my child?

If your child has been seen by external agencies prior to starting nursery we will speak to the people who have been working with them and gather reports in order to understand your child's individual needs. On the home visit and visiting days at nursery there will be plenty of time for you to share your expertise of how to work with your child with their keyworker.

How will I know what progress my child is making?

Your child will receive regular feedback about their achievements at nursery from their keyworker. They will receive three formal written summaries a year and you are welcome to look at their special book at any time. Some children will also have video evidence of their new achievements which we can share with you. Children on the code of practice will have three formal IEP meetings a year to discuss progress.

