

# **SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT**

## **General Information/Frequently Asked Questions**

### **What should I do if I think my child has a Special Educational Need or Disability?**

If you have concerns about your child's development, behaviour or learning then please speak to your child's key person or the SENCO (Nicola Harrison Reception Teacher). We will then meet with you to discuss your concerns and advise you on how we can offer support to your child in nursery. We may agree that further help is needed and make a referral to other services.

### **What is the school ethos/approach to SEN and Disability?**

We are a fully inclusive nursery and offer places to all children including those with additional needs and children looked after by the Local Authority. We share a site with a special school and a mainstream school and have an inclusive approach

We treat all children as unique and they all have things that are special to them.

We want all children to do the best they can and support them in whatever way is needed to enable every child to make progress. There are support staff from other agencies who regularly support children in school such as the speech and physiotherapists.

Each child's development is tracked from the moment they start with us and we then develop individual learning plans for each child. Any difficulties are identified quickly and extra support put in place.

### **How will I know how my child is doing in school?**

After the first few weeks we complete a baseline assessment for each child. A copy of this is given to parents. If your child is below what they should be doing for their age we will tell you this on the report and then speak to you about how we are going to support your child. Next steps will be set and you will be asked to help with these at home. We will talk to you about how we have planned for your child's learning over the next few months. We will then ask you to come in regularly to discuss your child progress and invite any other professionals who can be involved to offer help and support.

### **What support will there be for my child's overall well-being**

We assess all children's well-being on entry using. If we identify an area that any issues then we will plan interventions to help your child. We assess them again after a few months to see how they have improved. We have an assessment and teaching scheme to develop all children's personal and social skills. Your child will be assigned to a key person who will get to know them really well and know how to help them. We keep really good assessments and observations on each child and plan next steps for their development following the Early Years Foundation Stage Curriculum. Children are taught on a one to one basis or in small groups until they are able to learn in larger groups. We have golden rules to help with developing good behaviour and offer parent sessions if you need help with this.

We also have a children and Families team who can work with children and families who experience any difficulties.

## How will I be involved in discussions about, planning for, and involvement in, my child's education?

We talk to you regularly – daily if needed and also have meetings each term where we discuss your child's progress and whether we feel we need to complete an *Early Help Assessment*. We may arrange meetings with other professionals to get further advice and support. You will always be asked before we involve others services. We will ask **you** about your child – you know them better than anyone else and work with you to do the best for your child. We use personal learning plans which are updated in consultation with parents at least three times a year. We will meet with other services that are involved with your child so we can agree together next steps and if appropriate to apply for an **Educational Health and Care Plan** from The Local Authority. This will give details of specific support your child is entitled to receive.

## How does the school involve children and young people in their education and in the decision making process?

It is not always easy for young children to express their views but we are sensitive to their individual needs and likes and dislikes and take these into account. We act as an advocate for the child and ensure that everyone does their part to help them make progress. Parents give us information about their child that will help us to plan for their needs

## Who can I turn to for advice and support?

In School You can contact your Nursery teacher Mrs Robinson  
Mrs Harrison (Cherry Tree Reception Class teacher) Coordinates EYFS Special Needs for the Orchards

### **Outside of school**

You can contact the following agencies or charities for information and support:

- Your health visitor
- Parent partnership- Bolton Parent Partnership Service, Lowndes street Bolton BL1 4 QB. 01204 848722

## Where can I find information about Local Authority provision for children and young people with SEN?

- Local authority website [www.localdirectory.bolton.gov.uk/send.aspx](http://www.localdirectory.bolton.gov.uk/send.aspx)

## How should complaints regarding SEN provision be made and how will they be dealt with?

The school has a complaints procedure – a copy is available from the school office. We like to resolve any complaints quickly and so the first person to talk to is Miss Harrison the SENCo or Mr Feeley the executive head teacher. You could also contact the chair of Governors through the school office.

The Local Authority local offer will also give you further information - see the website address above.

## How do I get a copy of the school SEN policy?

Please ask the special needs coordinator, the lead teacher or look on the website

## Who do I contact for further information?

Please make an appointment to see the SENCO; Miss N. Harrison or the base leader; Miss P. Robinson at a time that is best for you. The school office number is 01204 332680 or you can email

[office@theorchards.bolton.sch.uk](mailto:office@theorchards.bolton.sch.uk)

SPECIFIC INFORMATION	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>The Orchards Nursery School policy for the identification of needs (Reg 2)</p>	<p>See SEND policy and other curriculum policies</p>	<p>See SEND policy See schemes of work and assessment for communication</p>	<p>See SEND policy See well being policy and assessment See PSED Policy</p>	<p>See SEND policy See physical scheme of work and motor skills checklist</p>
<p>How The Orchards Nursery School assess whether a child/young person has a SEN (Reg 2)D</p>	<p>Baseline assessment on entry Ongoing assessments and trackers Consultations with parents Involvement of other specialist support agencies</p>			
<p>Type of SEN provision made throughout The Orchards Nursery School (Regs 1 &amp; 3e)</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>High Needs Base places for children referred by send department of local authority High ratio of support from special needs teaching assistants Personal learning plans</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b></p> <p>Additional adult support funded through <i>pre-school inclusion supplement</i> after assessment Personal learning plans</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>High Needs Places for children referred by send department of local authority High ratio of support from special needs teaching assistants Personal learning plans</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b></p> <p>Additional adult support funded through <i>pre-school inclusion supplement</i> after assessment Personal learning plans Bilingual support where possible</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>High Needs Places for children referred by send department of local authority High ratio of support from special needs teaching assistants Personal learning plans</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b></p> <p>Additional adult support funded through <i>pre-school inclusion supplement</i> after assessment Personal learning plans Additional support from senco where behaviour is in need of support School Behaviour strategies</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>High Needs Places for children referred by send department of local authority High ratio of support from special needs teaching assistants Personal learning plans</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b></p> <p>Additional adult support funded through <i>pre-school inclusion supplement</i> after assessment Personal learning plans Sensory activities e.g. fun with food</p>
<p>How The Orchards Nursery School evaluate the effectiveness of the provision made (Reg 3a)</p>	<p>Baseline assessments ongoing assessment and trackers EYFS early support assessment for children working below expected levels meetings with professionals and parents</p>			

<p><b>How The Orchards Nursery School adapts the curriculum and school environment for pupils</b> (Reg 3d)</p> <p>All children have access to all areas of learning and all resources either independently or with adult support</p>	<p><b>Curriculum</b> Individual learning plans Follow EYFS ages and stages at appropriate developmental ( not chronological) level</p> <p><b>Environment</b> Differentiated environment Focused activities at different levels</p>	<p><b>Curriculum</b> Individual learning plans Follow EYFS ages and stages at appropriate developmental ( not chronological) level Use early support assessment materials for communication working at smaller developmental steps Use of alternative communication systems – pecs, Signalong, visuals Together time groups – differentiated for levels of ability in EYFS areas</p> <p><b>Environment</b> Communication friendly spaces Opportunities to talk with adults at all times Small group activities</p>	<p><b>Curriculum</b> Psed policy and procedures Leuven Wellbeing and involvement scales and interventions Choice boards Visual timetables</p> <p><b>Environment</b> Quiet spaces One to one support</p>	<p><b>Curriculum</b> Sensory activities Planned development of physical skills</p> <p><b>Environment</b> Adaptations to building where needed Resources at child levels Accessible toilets and sinks</p>
<p><b>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)</b> (Reg 3f)</p>	<p>All children are included in all activities where possible with adaptations as needed. For a small number of children where an activity would not be suitable for example sitting to perform a nativity play, then alternative more relevant activities are provided after discussion with parents. Some children may go on trips in a small groups with a higher staff ratio at a different time to the whole school Children with additional needs who attend holiday or after school clubs are given extra support with individual activities planned.</p>			
<p><b>What specialist skills/ expertise do school staff have?</b> (Reg 5)</p>	<p>The staff have a wide experience of working with children with a range of additional need and have had training in autism , behaviour management strategies, medical and feeding procedures, ongoing senco training for senior staff. The SENCO has successfully achieved the National Award in Special Educational Needs Co-ordination.</p>			
<p><b>What training are the staff teaching and supporting pupils with SEN having/recently had?</b> (Reg 5)</p>	<p>Elklan, quicker communication training to support children with communication difficulties.</p>			
<p><b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)</b> (Reg 10)</p>	<p>Learning disabilities team, Ladywood Outreach, Paediatrician, Educational Psychology, Health Visitors, Speech Therapy, physiotherapy, Occupational Therapy, Sensory support, Dietician, health specialists for feeding. Orchards Federation -Children and Families Team</p>			
<p><b>How is equipment and facilities to support pupils secured?</b>(Reg 6)</p>	<p>Through school budget and resourced provision budget <i>pre-school inclusion supplement</i></p>			
<p><b>How does The Orchards Nursery School support pupils with SEN during transition?</b> (Reg 12) <b>How does The Orchards Nursery School support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or</b></p>	<p>Admission to nursery school is done at a pace that is best for child after discussion with parents and support agencies. Transition visits to primary school with a member of staff to stay with child for session/day to highlight any potential areas for consideration. Photobook of new class made to share at home Pupils transitioning to specialist provision will be supported by Ladywood Outreach staff. Parents taken to visit schools by staff Meetings with parents and other agencies. Primary School staff invited in to see and talk about children and their needs. Regular visits to Cherry Tree Reception class and joint activities.</p>			

**employment?**