

Ashgate Nursery School  
Special Educational Needs and Disabilities  
(SEND) Report

(Linked to the Derby City Local Offer)

June 2023

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<b>Local Offer Webpage Link</b>	<a href="http://www.derby.gov.uk/sendlocaloffer">www.derby.gov.uk/sendlocaloffer</a>
<b>Age Range</b>	2-5 years
<b>Funding</b>	Derby City Council : 3-4 year olds through notional funding within the universal funding 2-4 year olds through Derby City Council Early Years Inclusion funding. Element 3 funding for individuals with an EHC plan.

## School Statement of Intent

We welcome all children and provide for all of their needs at every stage of their experience with us.



We value the abilities and achievements of all children, and are committed to including every child and providing for each child the best possible environment for learning.

Every teacher and teaching assistant is a teacher of every child including those with SEND.

### **SEND Needs:**

Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction.
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** Special Educational Needs and Disability Code of Practice: 0-25 years Jan 2015)

The following table identifies the types of SEND and examples of the type of provision offered at Ashgate Nursery School:

Type of SEND for which provision is made at the school	Type of provision
<p><b>Communication and Interaction Needs:</b> Eg.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Developmental delay</li> <li>• Speech, Language and Communication delay and disorder.</li> <li>• Hearing impairment and deafness.</li> <li>• Visual impairment.</li> <li>• Genetic conditions and syndromes.</li> </ul>	<p>Communication skills include using gesture, behaviour, signing, vocalisations, visuals and speech. Communication opportunities are developed across all areas of learning. Some children have 1:1, 1:2 or small group adult support. We use objects, Makaton, visuals and symbols to help children understand what is happening next and daily routines:</p>  <p>Objects or colour photos show the child what is next.</p>  <p>All staff working with children with SEND are now trained in strategies from the “More than Words” programme which sets out effective approaches for developing early communication skills. It</p>

is a Speech Therapist designed programme and works well with preverbal children and early communicators. We can also offer this course to parents.

Adults help children to learn to share attention, the first step to communication, by copying their play and sounds and playing people games like peepo and singing simple rhymes.

Adults support children in their interactions with peers by modelling and setting up positive interactions. They create opportunities to communicate, always looking for ways to encourage the child to request and respond.

We may have photos on cupboards to indicate what can be chosen from inside or drinks kept in sight but out of reach to encourage requesting.

We use the Speech and Language Therapy and Specialist support services. We have a Speech Therapist linked to the school who we are in regular contact with.

We set individual targets together with parents/carers and other professionals involved.


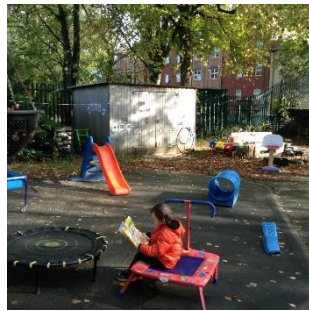
We will make a one page profile for each child to show their needs and strengths simply.

With most children we use objects and colour photographs for visuals, we also use some specialised resources e.g. PECs, (Picture Exchange Symbols):

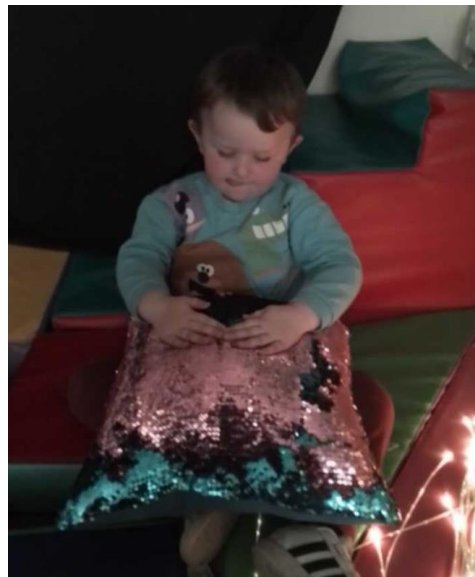


We also use communication boards where there is a choice of activity photos or symbols and the symbols for "I" "want". The child points to "I want" and then the preferred photo or picture.



<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties.</li> <li>• Developmental delay.</li> <li>• ASD</li> </ul>	<p>We make sure the planning includes support and challenge for all abilities.</p> <p>Adults use modelling and scaffolding- adding a little more to the child's learning.</p> <p>Children have 1:1 or 1:2 support when required, or small group work- mainstream and SEND children, to meet particular needs, eg. Phonics.</p> <p>Key workers, parents/carers and professionals set individual targets.</p> <p>All children with SEND have a "One page profile" showing strengths and needs simply.</p> <p>They have targets set every 8 weeks with the input of parents, staff and other professionals involved with the child.</p> <p>Other agencies can be involved, including physiotherapy, speech therapy or specialist teachers.</p>
<p><b>Social, emotional and mental health</b></p>	<p>There is a whole school policy on 'Mental Health and Wellbeing' Staff are aware that this area underpins the development of all other areas of learning.</p> <p>Adults have consistent expectations of behaviour and boundaries set in the Nursery.</p> <p>We use a positive behaviour management system, based on strong relationships, positive requests, praise and rewards, distraction, giving attention to the ordinary and good behaviour, and appropriate consequences for more serious negative behaviour, according to the development and understanding of the child.</p> <p>We use social stories where children are able to understand, These will be 3-4 pages of photos and statements eg. I feel sad when..., I can say no, I can tell a teacher, I use words, I have kind hands.</p> <p>We consider children's behaviour as communication and respond accordingly.</p> <p>Autistic children often have difficulty with transitions. We use now and next visuals, visual timetables and countdown spots or pictures. It helps if the child is prepared for what is happening next.</p> <p>First coat</p> <p>Then outside</p> <div style="display: flex; align-items: center; justify-content: center;">  <span style="font-size: 2em; margin: 0 20px;">→</span>  </div> <p>We consider the needs of each individual when responding to their emotions and behaviour. Often behaviour is linked to</p>

	<p>another need, eg. sensory issues or individual childhood experiences.</p> <p>All of the strategies and approaches for children with SEND are equally effective for all children and are accepted good practice. We offer 1:1 support, 1:2 support and small group learning. Wellbeing and readiness to learn is assessed regularly and actions implemented where there are concerns.</p> <p>Children with SEND have a one page profile with their individual needs, preferences and other useful information.</p>
<p><b>Sensory and/or physical needs</b> e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> <li>• Sensory Processing Disorder.</li> <li>• Spina bifida</li> <li>• Cerebral palsy</li> </ul>	<p>Staff are aware of and understand the implications of sensory and physical impairments.</p> <p>We use many ways of teaching to support these needs , including:</p> <p>Use of physical aids and specialised resources, eg. bee chair, wheelchair, walking frame, wheelie stool, hearing band, hearing aids, textured resources for visual impairment.</p> <p>Changing beds that lower.</p> <p>Weighted backpacks.</p> <p>Sensory room with lights, soft flooring, sensory activities.</p> <p>Following appropriate training, staff support with individual medical needs and personal medical care.</p> <p>We use an assessment programme called “Every Child a Mover”. This gives strategies to help children progress with their physical skills.</p> <p>We implement physio programmes for individuals.</p> <p>We carry out fun activities to promote motor skills, eg. Dough Disco (Each child manipulates dough led by adult with music accompanying).</p> <p>Squiggle while you wiggle. (Making movements involved in writing skills to music, then on large paper.eg. up and down/round/across.)</p> <p>Physical Literacy. (Action songs and rhymes with focus on movement)</p> <p>Yoga sessions</p> <p>Children may have sensory processing needs. They may experience any of their senses differently to most of us. Eg. Noises can be intensely unpleasant and trigger distress in someone with a sound sensitivity.</p> <p>To support these children we offer many sensory opportunities and also sensory diets – individually planned to meet the sensory needs of each child.</p>



We have an accessible environment, all on one level.  
Risk Assessments are in place for equipment and individuals.  
Specialist support teacher service involvement includes visual impairment teachers and teachers for the deaf. We also work with occupational therapists and physiotherapists.

We work with parents, children and all professionals to meet the needs of every child.





## **We hope the following Questions and Answers will help you understand how we support children with SEND at Ashgate Nursery School**

### **1. *How the school identifies and assesses children with special educational needs or disability.***

We identify children with special educational needs or disability as those who have difficulties which are significantly greater than other children of the same age and who need special educational provision in order to access the curriculum.

We agree with the principle that it is particularly important in the early years that there is no delay in making any necessary special educational provision.

The SENDCO is a Nursery teacher who works with the Lead Nursery Teacher and her team and the Lead T.A for two year provision to share initial concerns.

We use a number of additional indicators of special educational needs:

- Whole school baseline tracking data is used as an early identification indicator
- Initial parental concerns on entry or pre entry to nursery
- Information from previous pre-school settings
- Two year old assessment check.
- Staff observations.
- Information from other services/professionals
- Analysis of data including best fit baseline judgements made in line with the Early Years Foundation Stage Framework shortly after entry to nursery.
- Tracking individual children's progress over time
- We use a developmental recording system which is called "Small Steps" to show detailed progress for our children with SEND. A member of the SEND team would be happy to show this to parents/carers.

The SENDCO maintains a provision map of children identified through the above procedures. This map is reviewed and analysed termly.

### **The school has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review.'**

The Graduated Approach involves all of the steps taken to identify the needs of the child and the strategies and provision put in place to support them over time.

This would begin with the home visit, or earlier if needs were already established.

Assessment from observation and interaction with the child would form the basis of deciding what kind of support is needed in school.

If needed an Individual Education Plan (IEP) would be planned and implemented, with targets and strategies detailed.

This would last for around 6 weeks, then a review would take place with parents/carers and the IEP modified or new targets set.

Other professional input would determine some targets, as would any EHCP in place.

The liaison and interaction between school, home, child and other professionals is an ongoing loop, feeding and informing steps to progress.

The school works closely with a range of other agencies that also provide relevant assessment information, STePs team (Specialist teachers and Educational

Psychology Service) and Paediatricians, Occupational Therapists and Physiotherapists.

Where a child has clear needs there can be an application made by the school for a SPOA assessment (Single Point of Access.) The SPOA process involves a panel of professionals who would look at the child's needs and decide whether to refer them on to other assessments, eg. By a Paediatrician, Speech Therapist, Physio or Educational psychologist.

After additional support and professionals have been consulted, a decision could be made that a more formal assessment is required in the form of an Education Health Care Plan request (EHCP). Parents/carers will be fully involved in this process.

The role of the SENDCO is to support the staff in the identification of children with special educational needs or disability. In addition, the SENDCO oversees the day-to-day implementation of the school's policies and practices, ensuring good liaison with parents/carers and outside agencies.

The SENDCO organises and delivers training to staff, parents and carers relating to communication, behaviour and other areas as needed.

## **2. *How we involve parents/carers of children with special educational needs or disabilities in education of their child.***

- Prior to their children starting nursery, parents/carers have opportunities to discuss their child's needs on occasions such as an open morning, a visit to look around the school and planned visits to the nursery for the parent and child and their home visit. If they have identified SEND they will have an introductory conversation with the SENDCO.
- Parents and carers are consulted in the creation of a one page profile detailing the child's preferences, needs and how to support them. Important information regarding diet/medical needs or allergies would also be on here.
- All children have a key worker to take responsibility for their assessments and learning and to keep the contact with parents/carers. A positive relationship is essential and staff are a warm and welcoming presence.
- Parents and carers are regularly spoken with to exchange day to day information. Children whose parents or carers do not get opportunity to do this may be phoned or have a home-school communication book.
- All children have a Tapestry profile which is an online learning journal onto which home and school post observations and communications.
- Parents and carers have meetings with key workers to share creating targets and assessing targets.
- Parents and carers experiencing difficulties can share these with staff and we do everything we can to support and help.
- We have a part time Family Worker who is also one of our T.As. She supports parents/carers with many issues and works closely with the SENDCO to provide a supportive environment for families and children with SEND.
- Coffee and cake mornings and afternoons are held at least termly to encourage parents/carers to meet other parents/carers and to share information.
- All parents/carers have the opportunity to come to school for a variety of occasions and events, for example, taking part in "Book Week", "The Big

Breakfast” and going on local walks to see features of our environment such as building sites, churches, parks and our allotment.

- All children’s parents/carers are invited to school to share their child’s learning and development progress with the keyworker once per term. Parents/carers whose children have special educational needs or disabilities are invited to review progress and plan new targets every half term.
- Parents/carers of children with an EHCP are invited to statutory review meetings, which include all professionals working with the child, and will have a review prior to transitioning to Primary or Special school.
- The school operates an ‘Open Door’ policy so that parents/carers can talk to staff on a daily basis and home/school diaries are used when necessary.

### **3. *The arrangements for consulting children with special educational needs or disabilities about, and involving them in, their education.***

- Prior to starting Nursery, children have a home visit from their key worker and another member of staff.
- When starting nursery, parents/carers are asked to complete an “All about me” form with their child, this reflects the voice of the parent and child, showing their interests, concerns and strengths.
- Parents/carers are spoken with in depth before the child starts Nursery to ensure we have a full picture of how to meet the child’s needs. They will have play visits where parent and child stay and play together.
- Each child has a keyworker who will liaise regularly with parents/carers.
- The member of staff working with each child will share and swap information with parents/carers before and after the session.
- Six weekly review and plan meetings for IEPs.
- As part of the ‘review’ process we collect and record the views of the child at an age appropriate level on the Tapestry online assessment and observation system shared with parents/carers.

### **4. *How will our school prepare and support your child when joining our school and when transferring to a new school?***

Before starting at nursery

- Open sessions and opportunities to look around the school with their parents/carers.
- Prior to starting Nursery children have at least 2 play visits with their parents/carers
  - Home visit
  - Staff complete an “All about me” form with parents/carers.
  - Staff agree with parents how to proceed with settling each child.
  - Parents/carers may stay with their child on the first session at nursery and we have a staggered intake, which is determined by the child’s needs.

On transition to Primary or Special School

- We have specific transition meetings which involve handing over information to staff from Primary schools.

- We have visits by staff from Infant, Primary and Special Schools and Units to discuss each child's specific needs.
- We take some children on transitional visits to their new school with support staff where possible.
  - A member of staff visits the children on their first day at the local Primary school to offer a familiar face and support if staffing allows.

**5. *How will our school support your child and how will the teaching be adapted to meet their needs?***

We are committed to giving your child every opportunity to achieve. We do this by offering an exciting and varied curriculum that is differentiated by the teachers and key workers as appropriate to support the specific needs of your child. Some children will spend time in the Willows room where they can be fully supported by staff on a one to three ratio. Other children are supported in the Elms areas (3-4 yrs) or the Den room (2yrs.)

Some children will need one to one or one to two support by an adult and these decisions are taken according to the needs of the child at that time and can change over time.

Children are supported to take part in the whole of the curriculum according to their need and ability, in addition some children have other modified activities with a member of staff.

Some children have an individualised curriculum.

We are a fully inclusive school that takes action to ensure that your child can access all learning opportunities.

- We will make any necessary referrals for assessment and help as appropriate.
- We will discuss any concerns with parents/carers on a regular basis.
- We will adapt resources or staffing to meet individual needs.
- We will set appropriate targets and review these with you half termly or more frequently as required.
- We will make risk assessments as appropriate for equipment, children's behaviour, medical needs or conditions.

**6. *What specialist services and expertise are available at or accessed by the school?***

- At Ashgate Nursery School we have a SENDCO and professional staff who access relevant training. There is a good range of experience and knowledge within the team and staff support each other with all children.
- At times it may be necessary to consult with outside services to receive their more specialised expertise. These can be signposted by the Derby City local

offer (see page one of SEND report) and may include Speech and Language Therapy, Advisory Teachers, Health Professionals, Occupational Therapy and Social Care.

- The services of an Educational Psychologist are bought in as required by our school. He/she will observe/assess the child, followed by meeting with the parent/carer to feedback after the assessment has been completed.
- He/she will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.

**7. *What training have the staff supporting children with SEND had (or are having)?***

- Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children.
- Our SENDCO is a teacher and therefore holds Qualified Teacher Status, BEd (Hons).
- The SENDCO has completed and qualified in completing the National SENDCO award in 2016. This has brought increased professional knowledge and skills to improve our provision.
- The SENDCO is trained to deliver the “More than words” programme.
- The majority of staff have received training in Autism, Attachment, Intensive Interaction and behaviour management.
- 2020-21 has also seen all SEND staff trained in “More than Words”, an early communication programme.
- In Autumn 2021 the SENDCO delivered 6 sessions of training for all staff to attend covering SEND issues, eg. Sensory needs, the graduated response and Code of Practice, writing effective targets, physical needs, early communication.
- We access training delivered by external providers as required such as:
  - the Local Authority,
  - STePS team
  - NHS
  - Other Local Authorities.
  - The SENDCO attends Network meetings for Derby City SENDCOs.

**8. *How do we know what progress your child is making and the effectiveness of the provision made for children with SEND?***

Monitoring progress is an integral part of what we do at Ashgate Nursery School. Staff observe children daily while working with them and record significant progress or needs. Provision can be modified as needed to ensure it is offering the correct balance of support and challenge. Staff use information gathered from discussion with parents/carers (informally and at meetings relating to individual education plans) and from their observations of children to make judgements about their level of development, next steps, further challenge or support needed by each child. Staff use the “Tapestry” online learning journal to record observations and progress which is shared with parents and carers.

Reviews of IEP targets indicate the progress being made and further targets needed, these are discussed as is appropriate with parents/carers and professionals.

Children with EHC plans have an annual review with parents/carers and professionals to assess progress and future needs.



Information gathered is collated and fed into the data system.

Through the data collected by the whole school we are able to look at the progress made by all, including our SEND children and make judgements about the rate of progress. This is monitored by staff, the Headteacher and Governors.

**9. *Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made by the school.***

We understand that sometimes parents/carers may wish to discuss a concern, our staff are willing and able to listen and resolve issues. They would ask the parent to speak with their child's keyworker and if still unresolved then an appointment would be made to speak with the SENDCO / Headteacher.

As the school has a named governor responsible for over-seeing the SEND provision, a parent could put their complaint in writing to her. This will then be considered with the Chair of Governors who may convene a sub group meeting or it may be discussed at the next Governors' meeting.

The SEND code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents/carers if required.

However, if a problem cannot be resolved, a complaint can be made to OFSTED, Building C, Cumberland Place, Park row, Nottingham, NG1 6HJ  
Telephone 0845 601772

Refer to the school's complaints policy, a copy of which is available in school and on the website.

**10. *How will my child be included in activities outside the classroom including school visits?***

- We are committed to ensuring that all children access the breadth of activities available in school and beyond.
- Parents/carers and carers are invited to join in if they can.
- Consent is requested from parents/carers when visits are made off the school site.
- A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.
- The involvement of additional adults may be necessary.
- It may be necessary to take mobility aids.
- The venues are carefully chosen to ensure that all children can access the visit and benefit from it.

**11. *How accessible is our school both indoors and outdoors for children with special educational needs and disabilities?***

- Our school building and gardens are on one level and therefore fully accessible.
- We have children's and adult's disabled toilets.

- We have a sensory room which can be used on a 1:1 basis or with small groups,
- The outside areas around the school are secure. There are no steps in any of the gardens.
- Visual timetables and photographs are available throughout the nursery to aid communication and understanding.
- We are aware that we lack some outdoor equipment accessible to wheelchair users or children with physical and mobility needs. We have set up a charity and intend to apply for grants to enable us to rectify this situation.

**12. *How will our school support your child's overall wellbeing?***

- The wellbeing of your child is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Ashgate to provide a happy, safe and caring environment.
- The emotional wellbeing of your child is extremely important to us and our staff will provide support to both you and your child.
- Additional support is offered to children with identified emotional and social development needs. This can include working in small groups on turn-taking, confidence building and raising self-esteem or using sensory input for regulation.

Children with medical needs:

- If a child has a particular medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child.
- Staff receive EpiPen / diabetic / epilepsy training delivered as required.
- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have paediatric first aid training.

**13. *How are the school's resources allocated and matched to children's special educational needs and disabilities?***

- 3-4 year olds through notional funding within the universal funding
- SEND provision is funded by application for Early years Inclusion funding for 2, 3 and 4 year olds.
- Element 3 funding if a child has an EHC plan.

**14. *How is the decision made about how much support my child will receive?***

These decisions are made in consultation with keyworkers, SENDCO and Lead Professionals. Decisions are based upon the needs of the child, observations and assessments carried out, professional team discussions, termly tracking of children's progress and / or as a result of assessments by outside services.

- Early years inclusion funding provides a contribution towards the cost of staffing.
- Element 3 linked to an EHCP provides a contribution towards the cost of staffing for those individual children.
- During their school life, if further concerns are identified due to the child's wellbeing or lack of progress, then other interventions may be arranged.

### ***Local Authority Local Offer***

The local offer is available through [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)  
Information about Ashgate Nursery School is available through the Local Offer.

#### **15. *Who can I contact for further information?***

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