



Chertsey and Dorking Nursery Schools and Mole Valley Family Centre

SEND Information Report

What kind of SEND do we cater for?

We are a mainstream, inclusive centre that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We also have a 10 place specialist unit at CNS providing support for children with complex needs including Autism and 2 specialist units within our 3-5s nursery at DNS which are our 8 place Special Needs Support Centre (SNSC) and our 3 place Pre-School Centre for Speech Language and Communication Needs (PSLCN). Staff within these centres are trained so that we can cater for children who may have difficulties in all 4 areas of SEN:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff that have had training in the following areas:

- TEACCH
- Makaton
- PECS
- Elkan
- SCERTS
- Intensive Interaction
- Autism
- Speech, Language and Communication Difficulties
- Sensory Processing Difficulties
- Positive Touch
- PODD
- Early Talk Boost

Policies

Our Schools have a SEND policy which can be found on both school websites:

www.dorkingnurserychildrenscentre.org.uk and www.chertsey.surrey.sch.uk. Our SENCo for CNS (specialist provision) and DNS is Mrs El Davis who can be contacted by phone (01306 882397) or by email (senco@dorking.surrey.sch.uk or senco@chertsey.surrey.sch.uk). Our SENCo for CNS (mainstream) is Mrs Anita Cheeseman and can be contacted by phone (01932 562225) or by email (head@chertsey.surrey.sch.uk)

Admissions

All children with SEND are included in our centre where possible. Please refer to our Nursery admissions and SEN admissions policies (which are set by Surrey County Council) for further information.

We have rigorous monitoring in place that tracks the progress and development of our children in all the areas and aspects of the Early Years Foundation Stage (EYFS) curriculum. Practitioners are vigilant at supporting and raising any concerns. We value any reports or information from other settings or practitioners, for example, pre-school settings, paediatricians, speech and language therapists. We use data, other forms of assessment, observations and discussions with parents/carers to identify additional needs and celebrate achievement. Each child has a named Key Person and parents/carers are encouraged to speak to them about any concerns they have. Our Governors also play an active role in monitoring the quality of our special educational needs provision and there is a named Governor for Special Educational Needs and Disabilities (SEND).

If staff have concerns about a child they will initially speak to the parents of the child and then to the SENCo. We then use a graduated response of: Assess, Plan, Do, Review. This will always involve an initial meeting with parents and school staff, then regular review meetings at a minimum of once per term. Where relevant they will endeavour to include any professionals from outside agencies who are working with the child. School staff and parents will then work in collaboration to develop a SEND Support Plan (SSP) which includes a 1 page profile. A SSP helps look at the child's needs including positive outcomes for them. It then breaks down these outcomes into achievable steps. The 1 page profile gives an overall summary of who the child is and how best they can be supported.

Consulting parents

We pride ourselves in our open and outstanding relationships with parents/carers. There is daily contact before and after sessions where any concerns can be discussed and raised. In cases where parents are not in the setting each day, home school link books, emails and telephone conversations enable the communication between home and school to remain open. For children in our mainstream, twice a year, there are more formal meetings to share progress and developmental feedback with all our parents/carers. During all meetings and contact with parents/carers, we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and website. We host curriculum evenings, coffee mornings and learning events, often linked to local Family centres, which helps families understand what learning is expected and how they can best support their child's need. We believe in supporting the development of parenting skills and signpost parents/carers to workshops and other courses that are relevant for each individual. Should more regular contact or individual support be required, our staff will make suitable arrangements to ensure this is put in place.

We whole-heartedly believe in partnerships with parents and we pride ourselves in this. We ensure an honest, open, two-way dialogue to support a child's learning, development, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We welcome and regularly receive feedback from parents by means of questionnaires. The links we have established through home visits and the Family Centres enable us to develop a partnership where parents feel valued. Many members of staff are ex-parents and there are regular volunteers in the setting. Our Governing Body includes Parent Governor Representatives; there is a Friends Association (FOND) at DNS.

Parents can receive independent support and advice from the following agencies:

<http://www.sendadvice.surrey.org.uk/>

<http://www.familyvoicesurrey.org/>

Surrey County Council also provide a directory of information about SEND support in the area.

This information can be found here:

www.surreylocaloffer.org.uk

Consultation and inclusion of young people

Quality inclusive provision and practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. The Key Person plays a vital role in this and we pride ourselves on the established and close relationships between parents/carers and practitioners. The SENCo oversees all additional support and regularly shares updates with the SEN. Children's attainment and progress is monitored closely, our Tapestry data is used to identify development levels of children.

Assessing and reviewing

During our assess, plan, do and review cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We can make referrals to the outreach service at our local Family Centres who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

Support for Transitions

We have a robust Induction programme in place for welcoming new children and families to our setting. Our Induction programme consists of home visits which are key for establishing relationships with parents, carers and most importantly the children. We endeavour to visit children in their setting if they are transferring from elsewhere. Parents are a welcome part of the induction and settling in process. They are invited to stay in the setting to support the child. There is a thorough handover of information between our two nursery classes.

We have very good relationships with any feeder schools as well as all settings children move onto. We invest time in the setting to ensuring the children understand their transition, this involves photographs and books of the new schools, picture boards of teachers and meetings with reception class teachers to ensure a smooth transition and handover of key information. Summary reports and other relevant documents are given to schools. Group time sessions focus on 'moving on'.

Joint provision is also valued in specific cases for specific needs. We value the input from colleagues working in other settings and work hard to ensure we have a close link.

Our approach to teaching children with SEND

We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. Once a child's specific needs are identified, we match provision to need. Our Governors play an active role in monitoring the quality of our special educational needs provision and there is 1 named Governor for Special Educational Needs (SEN). The SENCo is a member of the Senior Leadership Team. All our practitioners are practitioners of SEN and interventions we put in place are tried and tested. Children are tracked to measure progress and development. Where the intervention and support is not working, we will quickly respond to find alternatives through discussion with practitioners and the parents/carers. All our additional support programmes are overseen by the SENCo and planned/delivered by each Schools core staff team and/or 1:1 supporting adults. We have established relationships with multi professional agencies such as Occupational Therapy, Speech and Language Therapy and Educational Psychology, and draw on their expertise when appropriate.

Adaptations to learning environment and curriculum

Differentiation is enshrined in our curriculum and practice. We have a tailored personalised curriculum which focuses on the individual needs of each child and their unique starting point. Next steps are set throughout the year at regular intervals for each child and these are shared with parents/carers and the entire team around the child. Planning is based on the EYFS; however, children's interests and next steps drive the day to day activities which take place. Activities

throughout the session vary to meet the needs of the children and there is a focus on the process of learning rather than the end product. All our practitioners are clear on the expectations of the provision for all in the setting and this is monitored regularly by the Leadership Team and Governing Body.

We value and respect diversity in our setting and do our very best to meet the needs of all children. At DNS we consider our environment, both inside and outside (for example the woodland area used for Forest School) to be fully accessible. The building is on one level for parents/carers and children and there are disabled and other toilet facilities available. At CNS, the building is less accessible, although one level for parents/carers. We are vigilant about making reasonable adjustments; where possible. Each year, the needs of the individual child is considered and relevant adjustments are made – for example, handrails have been installed in the decking areas and sandpits to support children with physical needs. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and signs around the setting are displayed with those appropriate. Where possible, we ensure that any home-setting communications are available in relevant languages or relevant translators identified.

Expertise of staff

Continuing professional development and training is highly valued in the setting. All our staff hold relevant qualifications in their area of expertise and early years. We have outstanding and established relationships with professionals in health, social care, portage and educational psychology. All external partners we work with are vetted in terms of safeguarding. We regularly invest time and money in training our staff to improve the quality of the provision and delivery for all. We develop enhanced skills and knowledge to ensure targeted and specific interventions. When relevant, at staff meetings, our staff are updated on matters pertaining to special educational needs and disability. Attendance at SEN Conferences and training events is part of the annual strategic training plan. Many staff have been trained to support a range of SEN as detailed on page 1.

Evaluation of effectiveness

We review the needs of the children within the centre and endeavour to put in place provisions in order to be able to cater for those needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the centre. Decisions are then made as to whether any additional interventions need to be put in place.

Our finances are monitored regularly through the Leadership Team and the Governors Resources Committee. They are aligned to the Centre Development Plan. We utilise resources to support the strategic aims of our setting as well as a strong focus on individual learner needs. Individual needs are identified during the induction process and appropriate resources are accessible, purchased where appropriate or adapted as needed.

How children engage with all children including those without SEN

We have a whole school approach to inclusion which supports all children engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that children can join in with activities regardless of their needs. Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought, consideration and actions are put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out before any outings or off site visits using a nationwide system adopted by Surrey County Council called EVOLVE. Adult: child ratios are also considered very carefully and these are increased for off site visits.

Support for developing emotion and social well-being

All our staff are highly trained to provide an outstanding standard of pastoral support. The emotional well-being of all children is paramount to the ethos of the setting. The needs of each child are carefully planned for and considered on a daily basis. Our practitioners regularly discuss this at team meetings to ensure a consistent approach and agreed strategies.

Relevant staff are trained to support individual medical needs and Care Plans are in place for specific cases. The majority of nursery staff receive basic first aid training. We have a Medical Needs policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is understood and in place by all staff. Parents and carers are able to talk to staff at any time about behaviour issues. Where appropriate staff and parents will work together to develop a behaviour plan for a child. All policies are regularly discussed and reviewed by staff and the Governing Body. We monitor attendance and take the necessary actions to support families where there is prolonged absence.

Involvement of outside agencies

We have outstanding and established relationships with professionals in health, social care, portage and educational psychology. Where relevant, outside professionals are always invited to meetings and we try to accommodate meetings and sessions for a range of professional bodies including the National Autistic Society, SEN pre-school panel meetings etc.

Arrangements for further information and handling complaints

For further information and support about CNS, please call the School office (01932 562225) to make an appointment with the SENCo (contact details on page 1).

For further information and support about DNS, please call the School office (01306 882397) to make an appointment with the SENCo (contact details on page 1).

In the case of a complaint then please speak to the SENCo or Executive Headteacher (Mrs Donna Harwood-Duffy) at either School office or via email on: head@dorking.surrey.sch.uk or exechead@chertsey.surrey.sch.uk