

SEN Information

Report for Lavender Farm Nursery – in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Lavender Farm Nursery?

Lavender Farm Nursery is a fully inclusive nursery, which ensures that all children achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

2. How do we identify children who may have an SEN need?

- *Children entering our nursery are screened using the WELLCOMM language assessment*
- *Children entering nursery will have a Baseline (if they are a current child attending then they will have an Assessment in the Summer, Spring, Autumn and Winter)*
- *Observation and staff knowledge of their key children will allow staff to identify concerns and pass them onto the SENCO*
- *Pupil progress is monitored closely and children who are not reaching expected national progress will have interventions/support programmes implemented and will be observed to ensure that the child makes accelerated progress*
- *Referrals made to external agencies such as Inclusion Support Early Years will involve professionals who can also determine or identify a child with SEN*

3. What provision is made for children with SEN; with and without an EHC Plan.-in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making. The SENCO will work alongside key carers and support them with any additional interventions they need. If a child has a SEN Development Worker they will also use their own Progress Report to monitor the child's progress and compare it to that of the nursery Assessments.

b) What are the nurseries arrangements for assessing and reviewing progress of children with SEN?

Those children identified as benefiting from intervention/support are monitored against the progress they are making on their progress reports.

c) What is the nurseries approach to teaching children with SEN?

We are a fully inclusive nursery, which ensures that all children achieve to their full potential, this may be through differentiation, small group work or through 1 to 1 teaching.

d) How does the nursery adapt the curriculum and learning environment for children with SEN?

The Early Years curriculum and the staff approach to playing and learning are adapted to meet the needs of the individual. The nursery takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEN?

The nursery provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to Early Years Inclusion Grant (EYIG) which is accessed through Inclusion Support Early Years if they meet the required threshold.

f) What support is available for ensuring the emotional and social development of children with SEN?

- *Throughout the nursery we have feelings and emotions books, persona puppets, access to a quiet/cosy area and staff who have been trained to support children who show signs of low well-being or social skills*
- *Staff carry out regular well-being observations and monitor children's development and involvement using the Leuven scale*
- *Forest School is carried out in small groups of target children*
- *The pre-school children access Jennie Jigsaw (a programme aimed at Personal, Social and Emotional Development)*
- *Children can access the intervention room for 'special time' with an adult in a quieter and calmer environment*

4. Who is the named SEN contact?

*Mrs Fern Baker
Lavender Farm Nursery
Brookfields Road,
Oldbury
B68 9QR
0121 552 1885 (ext 2)*

5. What specific expertise is available to children with SEN?

- A trained SENCO to support both children and staff working with children
- Staff have been trained to deliver WELLCOMM, Jennie Jigsaw, Early Talk Boost
- Staff across the nursery have a range of training to support children with specific needs including: Visual Impairment, Makaton, Catheter changing, Diabetes, Manual Handling, Epilepsy, Epi Pen administration, Elklan training (for speech and language), KENT Tracker (to track the development and progress of children)

6. What specialist equipment and facilities are available for children with SEN?

Children have access to: changing facilities, equipment provided by Physio Therapy for individual children, targets set by Speech and Language to be carried out by staff, an access ramp to enter the nursery building and a lift to access upstairs.

The nursery has access to external agencies that provide specialist equipment when required.

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home-nursery diaries, IEP/provision map discussions, progress reviews and assessments.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the nursery manager (Sian Stevens) regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the manager the parent would be directed to the nurseries complaints procedure.

10. How does the nursery/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

The SENCO will support staff in-house with any concerns they have regarding a child who may have SEN and the SENCO will make the decision with parents/carers whether the support of external

agencies is required. In order to meet the individual needs of a child the nursery will work with and seek advice from Inclusion Support Early Years, speech and language therapists or health care professionals to support the child's academic and social progress.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32*?

Speech & Language Services 0121 612 2010

Sandwell Inclusion Support Early Years 0121 569 2860

12. What are the nurseries arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child*
- In the case of the child getting ready to go to school, the nursery SENCO will consult with the school SENCO and use the Transition Plus Pathway document to support this transition*
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child*
- Opportunities for the child and parent to have supported visit's to the new situation (additional transitions will take place in accordance to the child's needs)*

13. Where is the Local Authorities Local Offer published?

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer/1