



## SEN Information Report

2016-17

*Headteacher: Miss Julie Morrow*

*SENCO: Ms Angela Dixon (until July 2016) SEN Governor: Ms Rose Martin*

*Local Offer Contribution: (link on main website page)*

Appletree is the only LEA maintained Nursery school in Lancaster. Our Ofsted judgement is outstanding please click on the link on the main web page to read our latest Ofsted report. We are an 80 place setting, with numbers rising from around 60 up to 80 throughout the school year. The nursery school building was extended in 2008 to house Appletree children's centre. Appletree Nursery School and Children's Centre are federated with Stoneygate Nursery School and Children's Centre in Preston. The Head, Miss Julie Morrow and SENCO Ms Angela Dixon work across both settings. Angela will be leaving Appletree in July and a new SENCO will be appointed

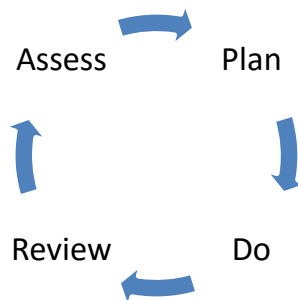
The nursery is open from 8:15am to 5:45pm and children attend 15 hours a week. We offer mornings, afternoons or full day options. We also offer parents the flexibility to buy in extra nursery sessions and lunch time sessions. Hot meals are provided for children who attend all day with a light breakfast or tea included as appropriate. We undertake home visits and play sessions and are flexible to help children settle in to nursery at their own pace

One of our governors has special responsibility for special educational needs and disability (SEND) and works with and advises the SENCo, parents and staff. The SEN Governor has regular meetings with the SENCo and attends SEN training sessions. We have a senior member of staff who is responsible for behaviour management and the whole staff work closely with a specialist behaviour management consultant through regular inset training.

At Appletree we have a ratio of 1:10 adults to children. Staff are highly skilled in meeting the needs of all children and we make adaptations to the environment and curriculum to address the needs of children with special educational needs (SEN) or disability.

Environmental audits are completed with advice from the Special Educational Needs and Disability service to assess the suitability of resources and provision for a child with SEN or disability. The school will make reasonable adjustments to accommodate any child's needs. A personal exit and evacuation plan (PEEP) will be written for children and adults with a disability to find safe routes of exit in the case of an emergency. School visits and trips are planned to be inclusive and appropriate support will be given to children with special educational needs or disability. We have an Educational Visit Co-ordinator who will complete a detailed risk assessment for all school trips.

**Underpinning ALL our provision in school is the graduated approach cycle of:**



**Assess:** At Appletree we have a robust assessment system in place that uses a combination of different data collection processes. We use the skills of practitioners to observe and collect information with others professionals and parents to inform how we plan and set up the school environment both indoors and outside.

The whole centre uses the WellComm Speech and Language Intervention Programme to assess children's level of speech and language development. We follow the Early Years Foundation Stage (EYFS) curriculum and use the Lancashire EYFS tracker to collect data which informs our planning for whole school and individual children. For children with SEN we also use the developmental journal and early years support materials, if appropriate to do so. All parents are given What to Expect When materials to ensure parents are well informed and are able to enhance children's learning at home.

All keyworkers are responsible for noting progression of their key children and this is analysed by the assessment co-ordinator and SENCO termly to ensure all children receive the support that they need. All staff have a secure knowledge in child development and are aware of key milestones typical for a child's age. Through our clear assessment processes, such as the two year old check with Health Visitors' and our observation and monitoring processes, staff are able to identify any possible areas of concern such as speech and language delay. These assessments enable staff to identify specific areas of concern, and put early interventions in place or signpost families to speech therapy drop-in sessions or to the Paediatric service.

Many children with SEN have a CAF (Common Assessment Framework) and we ensure that we work within a multi-agency framework and have a clearly outlined review process using Team around the Family meetings with specific actions and outcomes.

**Plan:** The nursery team plan collaboratively providing continuous provision and enhancements to address the interests and needs of the children. Children with an additional need have Targeted Learning Plans (TLPs) which address specific targets which are planned for either in group sessions or on a 1:1 programme of activities. TLP's are written and reviewed by the SENCo in consultation with parents, keyworker and other professionals.

**Do:** All staff work with every child and are aware of targets set for children with SEN and /or disability. Children learn through a play based environment. Staff are highly skilled and qualified to adapt play to individual needs and use a range of strategies such as WellComm, individual and targeted small groups. Specific programmes will be implemented by keyworkers and SENCo

**Review:** Progress of all children is reviewed at least once a term and shared with parents. Children with SEN or disability have reviews every half term with SENCo, parents and keyworkers. We consult with children and their parents, to ensure that all our additional provision addresses children's needs as fully as possible

School entitlement offer to children with additional needs	
Type of SEND for which provision is made	Type of support
<p>Communication and Interaction Needs:</p> <p>e.g. Autistic Spectrum Disorders Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> <li>• Language rich environment with highly skilled staff who engage children in positive interactions</li> <li>• Flexible provision enhanced with children's interests mean that children are highly engaged in their learning and development</li> <li>• Visual timetables</li> <li>• Makaton is used to enhance speech, language and communication by all staff</li> <li>• Staff training is reviewed annually and reflects a high level of expertise in speech, language and communication</li> <li>• We use WellComm assessment toolkit to evaluate progression and develop individual interventions</li> <li>• Small targeted speech and language interventions</li> <li>• ICT is used to support teaching and learning and remove barriers to learning</li> <li>• Support and advice from speech therapy colleagues and referrals to therapy services</li> <li>• Targeted Learning Plans with specific focus on speech, language and communication skills</li> <li>• Teaching resources are of high quality and reviewed regularly to ensure they are accessible to all children</li> <li>• Staff ratios ensure high quality provision is maintained in all areas of the nursery</li> <li>• Qualified SENCO with specific training in Makaton, Early Language Development and Autistic Spectrum Disorders to support and advise staff and work with children and parents.</li> <li>• Parents and families are signposted to outreach workers and external agencies for advice and parent courses to support their child's speech and language development</li> <li>• We use Special Educational Needs and Pupil Premium Funding to address the needs of children with SEND and additional needs</li> </ul>
<p>Cognition and Learning needs</p> <p>e.g. Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Appletree nursery offers a rich, stimulating and challenging learning environment.</li> <li>• Our continuous provision is frequently enhanced to vary and extend play experiences. Learning opportunities are planned in both indoor and outdoor areas.</li> <li>• Children's interests and motivations are planned for. EYFS baseline assessment informs daily planning and identifies where differentiated provision is needed. Children with similar needs may be grouped and their needs targeted.</li> <li>• Individual Learning Journeys are updated regularly and demonstrate a range of recording styles. They show how, through a small steps</li> </ul>

	<p>approach, children's interests are used to extend their learning.</p> <ul style="list-style-type: none"> <li>• Children with English as an additional language receive differentiated support by nursery practitioners. Children with EAL and SEN are supported by specialist EAL agencies.</li> <li>• We recognise that children learn in different ways. Small group activities planned using different learning styles and children are encouraged to move and interact physically at story time. The outdoor play area is used for all curriculum areas.</li> <li>• Observations demonstrate a range of techniques to track children's development. Practitioners' record child's shared and sustained thinking. Records show links between adult's actions /words and children's learning. (planned interventions)</li> <li>• EYFS assessments, WellComm assessments, children's behaviours and responses form basis for Targeted Learning Plans.</li> <li>• Advice sought from Inclusion Teacher through referral to Early Years panel.</li> <li>• Specialist training and/or advice sought as required.</li> <li>• Regular review meetings are held with parents where observations are used to plan next steps</li> <li>• Targeted learning plans detail differentiated provision with small steps approach and strategies /resources needed. TLPs are dated and signed by parents. TLPs are reviewed and evaluated to identify next steps.</li> </ul>
<p>Social, Emotional and Mental Health</p> <p>e.g. behavioural needs Personal, Social and Emotional needs Health and well-being needs</p>	<ul style="list-style-type: none"> <li>• Appletree nursery offers an environment with clear, consistent boundaries where children can make independent choices and have control of their own learning.</li> <li>• Children's understanding of routines and expectations are supported with visual resources and prompts throughout the nursery</li> <li>• All resources and the environment are visually labelled with text and photos / visual symbols.</li> <li>• Visual reminders, e.g. 'first / then' board and/or traffic lights, may be used to support individual children's understanding of routines and expectations.</li> <li>• Additional resources may be used to promote social skills, e.g. persona dolls and puppets.</li> <li>• Specific target boards/routines for individual tasks using Boardmaker</li> <li>• Involvement of Children's Centre to access targeted service such as Play to Learn, Learn to Play or improving learning programmes via Best Start</li> <li>• All nursery practitioners promote a welcoming, nurturing environment where all children are included and valued.</li> <li>• Agreed procedures are in place to welcome children and their families at the start of each session.</li> <li>• All children have opportunities to access role play activities in order to develop an understanding of the feelings of self and others.</li> <li>• Practitioners use a wide range of communication strategies in everyday practice including informal gestures, signs and pictures or symbols.</li> <li>• Our positive behaviour policy, which was developed with training from a specialist in positive behaviour strategies is reviewed annually and is shared with all staff and parents / carers.</li> <li>• The Inclusion Development Plan materials are used by the SENCo to develop practitioners' knowledge and skills to support children's</li> </ul>

	<p>emotional and social development.</p> <ul style="list-style-type: none"> <li>• Behaviour Monitoring Plans are used in order to identify specific triggers or patterns of behaviour.</li> <li>• The use of Boxall assessment materials are used to support target setting and monitoring of children for well-being</li> </ul>
<p>Sensory and/or physical needs</p> <p>E.G. Hearing/Visual impairment Multi-sensory impairment Physical and/or medical needs</p>	<ul style="list-style-type: none"> <li>• We have a large well-equipped outdoor learning environment where children have enough space and freedom to practise physical activities and develop their fine and gross motor skills with increasing independence.</li> <li>• The classroom are furnished with adjustable tables and reasonable adjustments are made to accommodate children’s physical needs.</li> <li>• The nursery has good natural light which can be controlled by blinds and there is a dimmer switch to control lighting in the creative area.</li> <li>• Our indoor &amp; outdoor learning environments allow sufficient space to set up relevant activities for both energetic play and quiet relaxation.</li> <li>• We have a range of seating and relaxing facilities e.g. cushions, sofa, book area and outdoor gazebo and canopy.</li> <li>• An accessible toilet and changing area is provided.</li> <li>• Equipment &amp; open ended resources are provided that challenge and motivate children to learn new skills and build on what they can do already.</li> <li>• A range of developmentally age appropriate toys are provided e.g. cause &amp; effect, inset, trainer scissors, finely graded construction bricks.</li> <li>• To promote independence and free exploration, all equipment is stored in same place at child level and is clearly labelled with photo / footprint and text.</li> <li>• Colourful displays are used to promote children’s interests and enhance learning.</li> <li>• We provides opportunities for sensory play and exploration using treasure baskets, musical instruments, messy play, smart board and sensory resources.</li> <li>• Our creative area offers a broad range of opportunities and equipment for tactile / messy / sensory activities.</li> <li>• Children are encouraged to wear appropriate clothing to enable full access to provision e.g. aprons, rain clothes and wellingtons, sun hats, etc.</li> <li>• Practitioners and children are aware of and apply effective noise management strategies, particularly in our quiet area.</li> <li>• Additional equipment and resources will be used as recommended such as toilet seats, changing table, adapted chairs, mobility aids</li> <li>• Medical and Health Care Plans are written when using any prescribed medicines or individual equipment e.g. Epi -pens; inhalers, glasses, boots, hearing aids. Risk assessments will be completed as required.</li> <li>• Key workers plan time and opportunities to support and encourage children with disabilities, sensory or motor impairments to develop their physical skills and enable to participate in energetic play.</li> <li>• Key worker / additional adults encourage increased independence in physical and sensory activities, as appropriate and work closely with</li> </ul>

	<p>occupational and physiotherapists to develop appropriate programmes of activities</p> <ul style="list-style-type: none"> <li>• Augmentative and alternative communication is provided as appropriate e.g. visual symbols (PECs) and Makaton signing</li> <li>• Specialist ICT may be provided as appropriate</li> <li>• A risk assessment will be carried out on activities and equipment and if these are considered unsafe for a child to take part in an alternative activity will be provide to address the same curriculum area.</li> <li>• Both the outdoor and indoor areas have shaded areas to support children with light sensitivity</li> </ul>
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### **Consulting with children and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent Forum	Staff and Parents	Termly
Parent Questionnaire	Parents and Staff	Annually
Learning Journeys	Children and Parents	Throughout the school year
Formal and informal parent meetings	Parents and keyworker	Termly As required throughout the school year

### **Staff development**

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We are committed to developing the ongoing expertise of our staff.

Initials of person	Area of expertise
AD	National SENCo Award
AD, FE, JM, SJ, SW, YC	Speech, Language and Communication – Early Language Development Programme
AD, SJ	Signalong
AD	Makaton beginners and Follow up
AD, YC	Teacher Talk and WellComm Assessment
FE, SC	Makaton phases 1-4
AD, FE, SJ, YC	Phonics Phase 1
AD, FE, JM, SJ, SW, YC	Characteristics of Effective Learning
AD	Helping children with a stammer
All staff	WellComm Speech and Language inset training and support

## **This year, we have put in additional training and funding into:-**

Developing our education and health care planning procedures

Developing the use of Augmentative and Alternative Communication systems – Makaton and the use of visuals such as Boardmaker

Printing of What to Expect When Materials to support children's learning at home

## **Administration of medicines and personal care**

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If your child needs to take medication in school please speak to your child's keyworker as you will be required to fill in a Health Care Plan which outlines the correct dosage and administration method of medication needed. This includes inhalers and creams used for eczema. Staff are all trained in Paediatric First Aid. Staff will receive training regarding conditions affecting individual children which require medication as appropriate (e.g. Epipens). All parents are asked to sign a personal health form and will be informed if any personal hygiene care has been undertaken.

## **School Partnerships and Transitions**

We encourage all parents to visit our nursery prior to starting with us and have play sessions so that children have the opportunity to meet keyworkers and play in the school environment. An induction meeting takes place to give general information to parents. We offer a home visit with keyworker and/or SENCo to discuss individual needs of your child. We will facilitate a phased start at nursery if required and will work closely with parents to do this in a sensitive way. We will liaise with external professionals if your child has a known disability or special educational need and our children's centre will support families if this is required.

We work closely with our local primary schools to ensure that transition from our nursery meets the needs of individual children. We hold a transition meeting with parents, the new school SENCo and class teacher and will plan extra play sessions where appropriate.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include further development of Augmentative and Alternative Communication Systems. This will include further Makaton training for all staff

For further information please look at our website which has links to the SEN policy, Provision map and Local Offer for Special Educational Needs and Disability.

## **Relevant school policies underpinning this SEN Information Report include:**

Single Equality Policy

Special Educational Needs and Disability Policy

Accessibility Plan

Local Offer for SEN

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Review date: September 2017**

