



SENCo– Anna Peachey

SEN Governor- Eleanor Hick

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Whole School Approach

We are a maintained nursery school close to the centre of Lancaster.

The nursery school is run by qualified teachers who follow a graduated response to the learning needs of all of the children who come to nursery:



This helps us to make sure that we get to know each child, find out his or her strengths and areas they need to develop. We then plan activities to help them to achieve the next steps in their learning. We have high aspirations for all of our children.

What should I do if I think my child has special educational needs?

We will talk to you about your child when they start at nursery and at progress meetings every term. If at anytime you think your child has special educational needs you can talk to their keyworker or ask to talk to the SENCo.

How does the school know if my child needs extra help?

Our staff will observe your child to help us to understand their needs and to plan activities to help them to develop. We monitor the progress of all of our children every term which means that we know if they are not making progress.

If you give your permission, the SENCo can talk to other professionals such as your health visitor or speech and language therapist about the extra help your child might need.

We might use some assessments to help us understand your child's development. These assessments are always play based and carried out by an adult who knows the child well, as part of their usual sessions. We use Wellcomm assessments for speech and language and Leuven's scales to support social and emotional wellbeing.

How will I be consulted about and involved in my child's education?

We will have ongoing informal contact with you when you bring your child into nursery as well as regular progress meetings where we share our assessments and next steps for children. You can also view your child's learning journal online.

If your child has been identified as having special educational needs, they may have a Targeted Learning Plan (TLP) which will be shared with you.

If your family has lots of different people working with them, a Team around the Family (TAF) might be formed, to support your child and family. TAF meetings will be held regularly so that you can meet with all of the people involved to discuss progress and any concerns.

How will the curriculum be matched to my child's needs?

Our staff have in depth knowledge of child development which helps us to plan the EYFS curriculum in response to children's level of ability and interests. Open ended resources allow children to access the provision at a level appropriate to them and all children have opportunity to enjoy uninterrupted periods of free play, to follow their own interests.

Skills progression documents and the ATTS document support practitioners to identify next steps for all children. The ATTS (Assessment tracking and target setting document) describes the smaller steps of progress that children with SEND may make in each of the prime area of the EYFS curriculum.

A targeted learning plan (TLP) may be written to describe the extra help your child needs to help them reach the next steps in their learning. This will be delivered through Key Worker interaction during both free play and more structured times such as snack or group times.

How accessible is the school environment?

The nursery rooms are on ground level and have an accessible toilet with changing table.

The learning environment is regularly reviewed and changed in response to learning needs.

We have a range of specialist resources to meet the needs of all children.

An environmental audit can be carried out if your child has specific physical or sensory needs that impact on their ability to access the learning environment or opportunities.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

The budget is managed by the Headteacher and Governing Body. Additional funding can be applied for, through the Early Years Inclusion Fund which is managed by Lancashire County Council.

How will both you and I know how my child is doing and how will you help me to support their learning?

Your child's learning journey will be shared via Target Tracker – you will be able to see photos of your child and a description of their achievements. Every term, we have a progress meeting when we discuss how your child is doing at nursery and how you can support them to achieve their next steps.

If your child has a TLP, this will be shared with you so that you can support your child to work on the same targets and activities at home.

What training have the staff supporting children/young people with SEND had or may they have?

Four members of staff are qualified teachers and 1 staff member is a Higher Level Teaching Assistant.

Our SENCo is working towards the National SENCo award.

Staff have been trained in:

- Positive Behaviour Management
- First Aid
- Makaton
- Speech and Language support (Hanen, Wellcom)

What specialist services or expertise are available at or accessed by the school?

We can refer children for support from Speech and Language Therapy, our specialist teacher or the portage home visiting service.

We will access support from other health staff who may support your child such as physiotherapy, occupational therapy or specialist nurse.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Staff will pass all relevant information to the new Key Person when a child changes rooms within nursery.

All children work on school readiness – focussing on increasing independence and preschool learning skills.

We have links with our main feeder primary schools and we welcome visits from school staff from primary schools to support the move to primary school.

If your child has a high level of special educational need, a transition meeting will be held before they start primary school involving parents, staff from both schools and other professionals involved with your child.

We can refer parents to SENDIASS (SEND information advice and support for parents and carers) who can help parents to choose the best school for their child with SEND.

How will my child be included in activities outside the classroom, including school trips?

The outdoor area is fully accessible and open to all children.

Trips/visits are planned to ensure they are accessible to all children and we talk to parents about the sort of help their child may need to take part in outings outside of school.

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

If parents or nursery staff are concerned about a child's wellbeing, we observe them using the Leuven's Scales to measure and monitor their wellbeing and engagement in nursery.

The SSTEW scales are used to audit provision with regard to children's wellbeing, which is part of our whole school improvement plan.

The classroom environment is set up in ways that support "communication friendly spaces" which supports speaking and listening skills, emotional wellbeing, physical development and positive interactions.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

We assess and track the progress of children with SEND using the ATTS document if needed for individual children. The progress of the whole group of children with SEND is monitored within our assessment and monitoring cycles and is reported to governors each term.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Our school complaints policy can be accessed on our website or via this link.

<https://appletreenurseryschool.co.uk/wp-content/uploads/2021/01/Complaints-Policy.pdf>

Where can I find the local authority's local offer?

Lancashire's Local Offer can be accessed online by searching 'Lancashire local offer SEND' or via this link.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>