

Low Hill Nursery School Local Offer

(1) Assessment, Targets & Reviews

<p>Details of how children and young people’s special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>SEN Policy</p> <p>Multi-agency contacts—transition</p> <p>EYSEN/Health Visitor referrals to Nursery /Centre</p> <p>Initial home visits carried out when children start in T42’s or in Nursery. Conversations with parents at this point may begin to identify any SEN.</p> <p>Progress checks at 2 in Toddler’s</p> <p>On entry assessment and observations</p> <p>Speech and language assessments (ECAT)</p> <p>Early conversations with parents with translators if needed</p> <p>TAF process—partnership working</p> <p>Parent’s evenings</p> <p>Open door policy</p> <p>Noticeboards / letters /website</p> <p>Parent support through parents in partnership</p> <p>Link Governor (SEN)</p> <p>Trackers against Development Matters (through 2 Simple)</p>
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<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p>Entry assessments against progress checks at 2 and Development Matters</p> <p>Speech and language assessment tool / ECAT monitoring/ ELKLAN</p> <p>IEP's—targets set and assessed progress measured against Development Matters (child tracking) and against any targets set, through observations</p> <p>Play therapist work</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>IEP's . Targets set and reviewed every 6 weeks</p> <p>EYSEN team and SENCO meet together to review and set new targets which are then shared with parents</p> <p>TAF/CIN process</p> <p>Play therapy</p> <p>Sharing with all teaching members of staff</p>

(2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>Child centred holistic approach driven by EYFS and characteristics of learning effectively</p> <p>Unique child at the centre of work</p> <p>Development of PSE and communication alongside physical development</p> <p>Outdoors features predominantly to support all areas of learning</p> <p>Forest School approach</p> <p>Double funding for SEN children issue to employ staff for 1-1 provision</p> <p>High expectations</p> <p>Visual timetables</p> <p>Play therapist working with children and parent/carer</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all , including organisation of teaching groups.</p>	<p>SEN targets are known to all staff and all strategies adopted within each family group to ensure consistent approach</p> <p>IEP targets are worked upon with children on 1-1 basis every day through the nursery</p> <p>Curriculum and in withdrawal groups at adult-led / small group time</p> <p>Planning is carried out during PPA time and driven by assessment findings</p> <p>Specialist resources where needed</p> <p>Sensory room</p>

<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/children and young people can raise any general concerns they may have.</p>	<p>Monitoring and observation to gather information of initial concerns</p> <p>Setting initial targets, reviewing against progress</p> <p>1-1 support for children with double funding by training TA's</p> <p>Parents attend review meeting and support target setting</p> <p>Ongoing conversations and open door policy</p> <p>Parent consultations</p> <p>Family support work through children's centres</p> <p>Parent Governors</p> <p>Parents in Partnership</p>
<p>Names, roles, telephone numbers of key contacts within the school (SENCO, Inclusion Manager etc.)</p>	<p>Ms Emma Johnson SENCO</p> <p>01902 558124</p>

<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p>	<p>SEN Governor</p> <p>SEN Governor meeting 1-1 with Head Teacher to discuss SEN provision</p> <p>Governors updated during curriculum sub-committee meetings and at full Governing Body meetings</p>
<p>Details of staff expertise and professional development/training of staff.</p>	<p>E Johnson holds SENCO award -Makaton trained – ELKLAN trained— PECS—Autism awareness training</p> <p>A Bloomfield 1-1 SENCO support— Autism awareness— Makaton—PECS</p> <p>Play therapist—Katie Paterson</p> <p>Family support teams</p> <p>All staff are Makaton Trained and use it across all rooms with all children.</p> <p>Use of EYSEN team, Ed Psyches etc.</p>
<p>Details of the types of special educational needs for which provision is made.</p>	<p>Complex SEN</p> <p>A range of levels of SEN</p> <p>Speech and language delay</p> <p>Developmental delay</p> <p>Children with medical needs</p> <p>Children with physical needs or disability</p> <p>Children with diagnoses</p>

(3) Group and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Detail of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>Each child has a key worker for secure attachment</p> <p>Positive relationships with parents and between staff</p> <p>Parent Partnership (Wolverhampton)</p> <p>Family support workers</p> <p>Play therapist available to support children alongside parent</p>
<p>Details of how parents and carers/children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>Open door policy</p> <p>Daily conversations and diaries to inform parents of progress</p> <p>Parents consultations</p> <p>TAF reviews</p> <p>IEP reviews</p> <p>Family support workers</p> <p>EYSEN support</p> <p>Home visits and home learning opportunities</p> <p>Play therapy</p>

<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>Disability and access policy Equal opportunity policy All children are engaged in all activities Parents sometimes accompanies child Parents fully informed and involved in planning trips out of school 1-1 support out of school where necessary</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>Home visits by key staff and family support where needed EYSEN support with transition Access records / profiles / IEP's where appropriate Consultation with multi agencies Induction matched to child's needs SEN support / SENCO takes individual files to feeder school for 1-1 conversations Where necessary SENCO support accompanies child to new school during induction</p>
<p>Details of medical and personal care procedures.</p>	<p>Medical needs plan and necessary medical care plans Personal care plans in place All staff (including supply) —are aware of individuals need/s Access to medicines / inhalers etc in nursery / toddler room in locked cupboard</p>

<p>Details of the strategies available to support regular attendance including what support is available.</p>	<p>Family support workers on hand to support (FIF)</p> <p>Monitoring of attendance with regular phone calls and support where necessary</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>Play therapist working with children and parents</p> <p>Family support—Nurture programme—Behaviour programme</p> <p>Behaviour policy—reviewed regularly and shared with parents</p> <p>Behaviour plans shared with parents—strategies cohesive across home and school</p> <p>TAF</p> <p>Open door policy</p>

(4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>EYSEN team Ed Psych E Johnson SENCO Pam Bhandal SEN Support Angela Bloomfield—SENCO support—MAKATON—PECS—AUTISM AWARENESS</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Health Visitors Family Support EYSEN team Ed Psych Occupational Health Play Therapist Physiotherapy V. I. team A. I. team</p>

<p>Details of the schools access arrangements.</p>	<p>Concur with DDA requirements Disability and Access policy is in place and reviewed regularly</p>
<p>Details of how the schools SEN budget is allocated.</p>	<p>LA SLA agreement for the funding of 10 places for children with Complex SEN (Sunflowers) SEN allowance within Early Years allocated funding Double funding for those children identified as in need of extra support All funding is used for: SENCO support 1-1 SENCO resources Adaptation of facilities for disabled children Buying in of extra services e.g. Play therapist</p>

Details of travel arrangements to and from school.

Parents transport children in the main with access through electronic gates for children with physical disability.

Support for children from family support where necessary