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|  | *Westminster Nursery School*  Special Educational Needs and Disability Information Report  July 2023 |
| School Information | * Westminster Nursery School is situated in the middle of a public park and is enclosed within high metal fencing and a further low level wooden fence to provide a safe and secure area for the school and it’s outdoor learning area. * The school has no off-road parking for parents or staff and access to the school is via flat paved footpaths from the external gates of the Nursery School and a ramp to our Main Entrance and the caterpillars class entrance. * The school is fully accessible, with accessible toilets for children and staff. * We are an average sized nursery school. Most children attend part time, mainly for morning or afternoon sessions, although children can attend for a full day. The school offers care for children at lunchtime. * The majority of children, currently 75%, join the nursery at an early stage of learning English as an additional language. * The proportion of children who have identified special educational needs is 12%. In our nursery currently, 27% of children have additional needs in speech and language. |
| SEN support levels at July 2023 | * Westminster Nursery is an inclusive school, supporting pupils with additional needs: * 3 pupils have an Education Health care plan, including speech and language therapy * 2 pupils are currently going through Needs assessment process towards an EHCP * 5 pupils are at SEN support stage, including speech and language therapy * 2 pupils are on First concerns due to language delay * 11 pupils have Speech and language referral or care plans only |

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| Policy and procedure | * The SEND policy is written to comply with the 2014 Children and Families Act and Its SEN Code of Practice together with the Equality Act 2010. It can be seen on the school website. [www.westminsternurseryschool.net](http://www.westminsternurseryschool.net) * The SEN offer from Cheshire East can be found on Live well website. [www.cheshireeast.gov.uk/livewell](http://www.cheshireeast.gov.uk/livewell) * The policy is reviewed annually. * The SENCO is Emma Connor. Contact on 01270 560319 or email on [head@westminster.cheshire.sch.uk](mailto:head@westminster.cheshire.sch.uk) * The SEN governor is Linda Buchanan. |
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| What is the Governing Body Role in SEND? | * Have regard to the SEND Code of Practice (2014) when carrying out all duties with regard to SEND. * Ensure a written SEND Policy is created and agreed. * Monitor the implementation of that Policy via reports from the Curriculum committee and SENDCO. * Review the accessibility of the school annually and ensure any accessibility issue is addressed in the School Improvement Plan. * Support the school staff in ensuring that the necessary provision is made of any child who has SEND. * Agree the school’s SEND Policy and Information Statement via the Curriculum Committee. * Ensure that parents have access to the Policy via the School website and are provided with a hard copy upon request. |
| How does Westminster Nursery School know if my child needs extra help? | * Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre entry discussion. * Through notification from an outside agency such as Early Years SEND Outreach Service, Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting children. If a child is identified via this route an Action for Inclusion Meeting will be held to help ensure that correct provision is in place for when the child starts at our school. * The Key Worker identifying an additional need (s). * Any other member of staff raising a concern with the Key Worker. |
| What should I do if I think that my child may need additional support? | * Talk to your Key Worker first. They will listen to your concerns and then observe your child and report back to you. The Key Worker may ask for support from other Key Workers, the SENDCO / Headteacher (but only if they have asked your permission first). Ensure that you keep communication channels open with your Key Worker so that all relevant information can be shared. |
| How will I know that Westminster Nursery School is supporting my child? | * You will be invited to discuss any concerns about your child. * You will be kept informed with regular informal contact when dropping off or collecting your child. * You will receive written information with regard to your child’s targets and progress through a plan do review document. * You will be invited to regular meetings to discuss your child’s progress. * You can arrange to speak with your Key Worker at any time that is mutually convenient. * The SENDCO/Head will book an appointment to meet and discuss targets and next steps. |
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| How will my child’s needs be met? | * The school will develop a plan, including two or three short term targets in consultation with parent/s, showing how the school intends to meet the needs of the individual child through a child centred planning meeting. This may involve health professionals such as Health visitors or Speech therapists. * This may involve adaptations to the curriculum or ensuring that the curriculum is sufficiently differentiated. * We will discuss and ask for your consent to access support from outside the school such as Child Psychology Service, SALT or Occupational Therapy. |
| How will you help me to support my child? | * Supporting parents is key to ensuring a child makes progress. * We will provide you with information on how to support your child and introduce you to relevant professionals. * If we cannot provide the information required, we will signpost you to where it may be found and help you find it. * You will meet with the school professionals on a regular basis where support will be one of the topics for discussion. * We will provide any other support we can on an individual basis. |
| What training/experience have the school staff with SEND? | * We have a highly qualified and very experienced staff * All staff have had many years of experience supporting children with a variety of different needs * We have two Teaching Assistants who are extremely experienced in delivering Speech and Language support. * Staff work closely with Speech therapists and Health visitors to plan and deliver support for children with individual needs. |
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| How accessible is the school’s environment? | * Access to the school and its environment is fully accessible. * We have a purpose-built sensory room which is a positive addition to our school. |
| How will Westminster Nursery School prepare my child for the transfer to Primary School? | * We will provide written reports for you and for any outside professionals involved on a regular basis. * We will share all information provided by outside agencies with you. * On transfer to primary school, we will invite you to join a transition meeting with the receiving school to share information. * We will provide a written transfer document for the receiving school that will highlight your child’s achievements and progress and the most successful strategies to support your child. |
| How do I make a complaint? | The school has a full complaints policy and procedures are clear. The school will provide any parent with an electronic or paper copy of the policy and procedures on request. |

**Annual Evaluation 2023**

**Progress of children receiving SALT support:**

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| Children with a speech care plan only | 6 | All 6 pupils have made progress against their individual targets.  4 continue to receive speech and language therapy.  2 have now been discharged as they are now working at age related expectations |
| Pupils referred to speech services (not yet receiving SALT support) | 5 | 5 new referrals have been made following interventions and assessments in Nursery, with parent’s consent.  A ‘drop in session’ for speech advice with a speech therapist was well attended with parents booking in to speak about supporting their child’s language development.  While we wait for these children to be assessed in clinic, we continue to use a range of quality first teaching strategies including using Makaton and visuals alongside vocabulary, using serve and return interactions and modelling language.  We use termly WELLCOMM assessments to track pupil’s language progress and plan and teach activities to support their development at the correct level. |

**Progress of pupils at SEN support level:**

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| Child A | Child had two targets set in discussion with online SEN consult and health visitors, while waiting for speech assessment.  Both targets met and information passed onto primary school to aid transition. |
| Child B | Child had two targets set in discussion with online SEN consult and health visitors, while waiting for speech assessment and Community paediatrics assessment.  One target has been met but the second target is ongoing with further scaffolding in place to support development.  Information passed onto primary school to aid transition. |
| Child C | Child had two targets set in discussion with online SEN consult while waiting for speech assessment.  Both targets met and information passed onto primary school to aid transition. |
| Child D | Child had two targets set in discussion with SENCO and health visitor, while waiting for audiology assessment.  Both targets met and new targets ongoing. |
| Child E | Child had two targets set in discussion with SENCO and health visitor, while waiting for Paediatric assessment.  One target met in full, and one target met partially. New targets ongoing from speech care plan in discussion with Health visitor. |

**Progress of pupils with more complex SEND needs (EHCP / EHCP pending)**

**Targets are very individual to each pupil and are formed with advice from medical professionals.**

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| Child A | A team of professionals support this child and family including involvement from Educational Psychologist, health visitor and speech therapist.  Targets: Four targets have been developed during the course of this year – with much repetition to embed the learning.  Three targets are met and the fourth is partially met with adult scaffolding and visual input.  Transition meeting held and all documentation has been shared with primary school. |
| Child B | A team of professionals support this child and family.  Targets: Four targets have been developed during the course of this year – with input from Physiotherapist, Occupational therapist and Speech therapist.  Two targets have been met in full, the other two are longer term learning and development (where progress is evident) and will continue eg learning non-verbal ways to communicate such as Makaton. |
| Child C | A team of professionals support this child and family.  Targets: Four targets have been developed during the course of this year – with involvement from Educational Psychologist, health visitor and speech therapist.  Two targets have been met and progress is evident. The third target has not been met due to the child’s level of understanding at this time, despite much adult intervention and scaffolding. The fourth target is longer term learning and development and will continue eg learning non-verbal ways to communicate such as Makaton and PECS. |
| Child D | A team of professionals support this child and family, including Community Paediatrician, Audiologist, Health visitor, speech therapist and occupational therapist.  Targets: five targets have been developed during the course of this year; two have been met in full and two have not been met despite much modelling and adult support. The fifth target is ongoing in developing non-verbal methods of communication. |
| Child E | A team of professionals support this child and family including health visitor and speech therapist and physiotherapist.  Targets: during this year the child has been working towards five targets, of which four have been met with adult scaffolding and visual support. The fifth target is longer term, developing communication with a range of strategies (words and Makaton, visuals) and is ongoing. To support this child’s attendance, adjustments have been made which have had a positive impact. |

SENDCO time has been used to provide parent support, create and review targets and plan do reviews and share information with staff, lead CCPM meetings, complete funding applications, liaise with range of professionals, and take part in EHCP co-production meetings.

All SEND pupils have individual targets set around prime areas (communication and language, personal social development, and physical development) which are reviewed regularly by SENCO, keyworkers, parents and external professionals. Funding received has been used to purchase resources, source staff training and provide additional experienced staff time with children working directly on the child’s targets or provide bespoke support.