



St. Stephen's School
and Children's Centre
Learning for life

SEND Information Report - Local Offer

"Yesterday I dared to
struggle. Today I dare to
win."

Bernadette Devlin

St Stephen's Nursery - SEND Information Report / Local Offer

All pupils will access:

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment and equipment to enable accessibility
- Assessment for learning
- Opportunities for learning outside the nursery

In addition some pupils with SEND needs will access:

- Targeted interventions and support matched to needs
- Personalised progress tracking and assessment of need
- Access to additional adult support for specific tasks

Whilst a few pupils with complex or significant needs will additionally access:

- A personalised timetable
- Access to specialist services and therapies
- High levels of adult support and small group working



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Our Vision

At St. Stephen's Nursery we welcome all children and are fully inclusive, welcoming and celebrating diversity. We respect parents as the child's primary carer and strive to work in partnership at all times.

How we identify special educational learning needs

- ✚ New admissions - we have a comprehensive admissions process, in which personal details as well as any special needs are shared. Any information re a child's special needs is forwarded to the SENDCo.
- ✚ If you have any concerns about your child's development, please share them with us and we will investigate and discuss our findings with you.
- ✚ If at any time our staff think that your child is experiencing a particular difficulty because, for example, they are not making the same progress as other children;
We will:
 - observe them
 - carry out assessments and track their progress
 - share our concerns with you

How we involve children and their parents / carers in identifying SEND and planning to meet the learning needs

- ✚ We are child and family centred so you can expect that significant plans or decisions will be made together with you.
- ✚ We make a home visits so we can get to know your child in their home environment and give you an opportunity to share your knowledge of your child with us, so together we can develop plans.
- ✚ We will have termly review meetings so we can celebrate your child's learning and discuss next steps and strategies to support further progress. In the review meetings we will also discuss outside agency involvement, as and when necessary. During the review meetings we will draw up a pupil profile.

- ✚ We have a termly parent forum for parents and professionals to share ideas about different issues around supporting children with SEND.

How we adapt the curriculum so that we meet the needs of all children

- ✚ The Early Years Foundation Stage curriculum is a play based curriculum which supports children's learning through following the children's interests and the development matters document.
- ✚ If it is felt necessary, additional support from the class teacher or other practitioners may be given.
- ✚ We use a range of different materials and strategies to support children's learning including - box clever, visual support and signalong.

How teaching approaches are adapted for SEND children

- ✚ Our staff are trained in a variety of different approaches which means that we are able to adapt to a range of SEND needs including:-
 - Autistic spectrum disorder
 - Speech, Language, and Communication Needs.
 - Social and Emotional Difficulties.
 - Physical needs
 - Complex needs
- ✚ We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and delivery of lessons and may take the form of whole class, group or individual teaching.
- ✚ We support all children in the prime area of personal, social and emotional development through a range of strategies e.g. modelling, persona dolls, small groups.
- ✚ We have teachers and support staff with training related to specific learning and or medical issues e.g., Autism, Hearing Impairment, Downs Syndrome, Selective Mutism. We also ensure that if we do not have staff with appropriate skills and knowledge that appropriate training takes place as soon as possible and all training is disseminated to the whole team.

How we assess pupil progress

- ✚ It is our expectation that all children at St Stephen's will make outstanding progress according to the Development Matters Document curriculum. Some children may be assessed using the Bsquared programme which is linked to Development Matters if that is more appropriate to their needs.
- ✚ Staff meet regularly to evaluate, plan next steps and strategies for learning development during the term
- ✚ We regularly meet with parents to celebrate and discuss their child's progress. During these meeting we will discuss next steps and strategies that nursery and parents can adopt to support further progress.
- ✚ In all review meetings advice from outside agencies will be included and implemented.

What support will we bring in to help us meet SEND

- ✚ We have support from specialist teachers who have particular experience in for example Autism, Hearing Impairments, Visual Impairments, Severe Learning Difficulties, Complex and Multiple Needs and Downs Syndrome, who will come in to school at our request to give advice and work with your child
 - ✚ We have support from other services who will train our staff to meet the needs of your child:
 - Occupational Therapy: 020 8586 6480
 - Speech and Language Therapy: 020 8250 7340
 - Nutritionists: 020 8475 8579
 - Behaviour Support Service: 020 3373 0935
 - Child Development Service: 020 8250 7300
- Plus others who we will contact as needed.
- ✚ The pattern of working with outside agencies is similar. After a concern has been raised about a child's progress by a parent or by a member of staff the SENDCo will observe the child. After further consultation and possibly intervention we would make a request for support with the parent's help. The agency will then respond as per their protocol. A member of nursery staff will attend any outside agency meetings, with the parents' permission and parents and staff will work together to implement strategies and advice.

What other activities are available for pupils with SEND in addition to the curriculum

- + Children with additional needs at St Stephen's have access to the sensory room.
- + The Children's Centre provides personal invitations to parents and children with additional needs for a range of activities (open to all) including:
 - Activities in the holidays, soft play, swimming, strollers and striders and sensory story group

How are Looked After Children [LAC] with SEND cared for

We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment.

Our designated teacher Karen Young, meets with Social Care and the virtual school to ensure the child's wider needs are being met in accordance with Social Care guidelines. A personal education plan (PEP) is produced six monthly to help support the child develop holistically this would be in addition to termly SEND reviews.

How we support transition

- + Starting Nursery - Children will be supported on admission through their key person/class teacher/SENDCo. Parents are invited for an initial admission meeting, in the meeting information is shared and if there are any concerns expressed about a child's progress the SENDCo will arrange a further meeting with parents at the child's home and/or in nursery. Once a key person has been allocated, a further home visit will take place and there will be opportunities for the child and parent to visit nursery together to begin a settling in period, the rate being determined by the child's needs.
- + Starting Reception - After school places have been allocated by the Local Authority the SENDCo with the parent's permission contacts the primary schools and begins to organise a transition programme with the school SENDCo's. An individual programme will be developed and parents and staff will be invited to review meetings

How additional funding works

- + Schools receive funding for all SEND children and they provide for the needs of the children from this.
- + If a child is deemed to need high levels of support the Borough process for Higher Needs Funding will be followed. It may

at this stage be recommended that an Education Health Care Plan be developed. Information can be found at <https://www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx?l1=100005&l2=500012>

Where pupils can get extra support

- ✦ Pupil views are important. In nursery we obtain them through observation of children's play, through listening to children and to their parents.

Where parents / carers can get extra support

- ✦ There are parent support groups available, e.g. Parent Partnership www.parentpartnership.org.uk
- ✦ Through the Parent Forum run termly by St Stephen's School and Nursery.
- ✦ In Nursery parents can speak of their concerns to the child's keyworker, the class teacher or the SENDCo

What to do if you are not satisfied with a decision or what is happening

- ✦ The first point of contact should be to arrange a meeting with either the class teacher or the SENDCo.
- ✦ If you remain concerned please arrange a meeting with the Assistant Head Teacher.
- ✦ Further to this you can arrange a meeting with the Head Teacher.
- ✦ If concerns still exist, then ask to meet the nursery governor's representative
- ✦ If your concern is with the local authority the people who will log and track your complaint are the Head Teacher, the AHT and/or the SENDCo.
- ✦ Newham have designated Special Education Needs Officers for our nursery who can be contacted to discuss the local authority.
- ✦ The Parent Partnership provides independent information and advice. www.parentpartnership.org.uk

Contact details for the SENCo

+ Nursery SENDCo - Emilie Johanson - 020 8586 0147

+ Primary SENDCo - James Frecknall - 0208 472 7575