



Stockingford Maintained Nursery School SEND Information Report January 2025

- We are a Local Authority Maintained Nursery School and provide education and care for 2, 3- and 4-year olds. We offer 15 hours funded and paid places in Little Nursery (our 2-year-old provision), and 15 hour and 30-hour places in Big Nursery (our 3/4-year-old provision). We can also facilitate deferred Reception places for children who are summer born if parents request this, and the Local Authority approve the request.
- We have a disabled toilet in the building and changing facilities in all classrooms.
- Intervention groups are planned and implemented based on children's individual development.
- We have four qualified members of staff up to Level Three Time to Talk, and 2 Speech and Language Champions.
- We are a Makaton accredited Nursery School.
- We have experience of supporting children with a wide variety of additional educational, emotional and physical/medical needs and severe and complex needs.
- Our Middle Nursery we have developed as a SEND provision base, offering opportunities for sensory and reduced stimulation learning experiences.
- We are a Warwickshire WInckS setting.
- Our SENDCo is Sally Phillips (currently undertaking NASENCo award).

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools).

- Identification of SEND and assessments are made through observation and in discussion with parents.
- Children who start our nursery with identified needs will be planned for as part of our induction process and throughout their time with us at our nursery school, using a multi-disciplinary approach and in full consultation with parents.
- Progress is monitored through ongoing observations and tracked termly in all 7 areas of learning.

- We work in partnership with outside agencies such as the Integrated Disability Service, Speech and Language Therapy, Health visitors, Portage, Educational Psychologists, and parents to ensure a holistic approach to appropriate support.
- **Headteacher:** Katherine King
SENDCo/Lead Teacher: Sally Phillips

Arrangements for consulting parents of children with SEND and involving them in their child's education.

- We actively encourage daily dialogue with parents, and a separate meeting will be arranged if required.
- Parent consultations are held throughout the year.
- Phone calls, texts or emails home can be made if this is easier for parents.
- Regular half termly meetings are arranged for children who have an Individual Intervention Plan and are on the SEND register

Arrangements for consulting young people with SEND and involving them in their education.

- Children are encouraged to think about what they have learnt and empowered to use the language of learning as developmentally appropriate.
- Feedback to pupils is positive, using language, gesture, Makaton or Communicate in Print.
- Children are encouraged to reflect upon their learning.
- Children are encouraged in their key group time to identify what independent learning they will engage in at the start of the session and reflect upon their learning opportunities at the end of the session.
- Staff observe feedback from children such as gesture, use of symbols and facial expression

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

- Keyworker professional discussion to discuss pupil progress are held termly.
- Information is shared with parents at parent meetings and as part of daily informal chats if required.
- Individual Intervention Plan meetings are held half termly.
- Our effective key person approach enables parents and their keyworker to establish a secure relationship which supports the needs of every child.
- Data is analysed and further planning opportunities for learning identified.
- Key persons summatively assess development in partnership with parents and the wider staff team, and also well-being and involvement in play.
- Education Health Care Plan referrals are made if this is deemed appropriate.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

- Teachers of receiving Schools are encouraged to visit the Nursery School. SEND information is shared with the class teacher/SENDCO in transition meetings to which parents are invited.
- Group time interventions, IIP's (Individual intervention targets) and PIP's (positive intervention plans) are planned for individual need as required.
- Children may also have a PIP (positive intervention plan) in place to support emotional regulation and behaviour.
- There is an induction process in place for all children which involves a home visit and Nursery visit and reduced session times initially. The induction process will be tailored to a child's individual need.
- Any child who has an identified need will have a fully supported induction and any training needed by practitioners will be sourced and accessed.
- Parents are asked to provide information about their child's development, likes and dislikes and the information is used to support planning.

The approach to teaching children and young people with SEND.

- We offer an inclusive broad and balanced curriculum that supports all children through the enabling environment – indoors, outdoors and to support emotional regulation.
- Effective interactions with practitioners are in line with our child-led learning pedagogy.
- Children have the opportunity to take part in key person group time and independent child-led learning in the continuous provision.
- Children also have the opportunity to take part in adult led learning experiences and focused intervention groups.
- Children are able to access individual teaching and learning experiences if this is required as part of the child's need.
- Children are encouraged to learn from interactions with peers.
- Adults effectively scaffold children's learning in continuous provision and also within adult led/supported teaching.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

- Planning for the continuous provision, adult led activities and focused intervention groups is differentiated and individualised in response to children's needs. Staff use an adaptive teaching approach to support and develop children's learning.
- Areas in the learning environment are differentiated according to children's needs. Effective interactions with practitioners ensure children are able to access the learning areas as developmentally appropriate.
- We seek the advice of support services i.e speech and language therapy, Integrated Disability Service (IDS) should this be required.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

- We have two speech and language champions.
- All Nursery Staff are trained or have planned training for Tier 1 for 'Time to Talk'.
- We are an accredited Makaton Nursery School.
- Staff are updated about current legislation.
- Our SENDCO takes part in SEND early years networking meetings
- We work closely with support services.
- We are a Warwickshire WInckS setting.
- Staff use Communicate in Print, Makaton, facial expression, gesture and objects of reference to support communication

Evaluating the effectiveness of the provision made for children and young people with SEND.

- We have a robust monitoring schedule enabling us to review and reflect on all aspects of our provision including teaching and learning, planning and assessment.
- Decisions for interventions are based upon observations of children's development and conversations with parents.
- Monitoring focused intervention groups and tracking progress are an integral part of our monitoring schedule.
- Regular reviews are carried out to evaluate progress against specific targets.
- Our School SEND Governor monitors our SEND provision termly.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

- Our continuous provision enables all children to access the enabling environment. This is risk assessed according to need.
- Lunchtime forms an integral part of our quality provision and therefore is fully inclusive and planned for accordingly.
- Educational visits are risk assessed accordingly to support need.
- Our special educational needs policy reflects the ethos of an inclusive setting.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

- Our supporting children's behaviour policy is based upon the key messages that underpin the Solihull Approach
- Keyworker group time daily encourages children to build strong relationships and empathy.
- Intervention groups encourage turn taking and developing social skills.
- We have an effective behaviour regulation policy, and a supportive approach to children's developing social and emotional development, underpinned by the Solihull Approach.
- Intervention groups to support emotional well-being are planned for.

- The Nursery School has an emotional well-being lead and two wellbeing champions.
- Regular updates and ideas to support well-being feature in our monthly newsletters
- The Nursery School has two teachers trained in Taking Care – Protective Behaviours.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

- Effective relationships are established with support agencies
- Health visitors, family support workers and other support agencies may offer services such as drop-ins, within the building.
- Staff have yearly refresher training on safeguarding procedures, as well as regular updates.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

- Initial concerns should be shared with the child's key person.
- The SENDCO is available by appointment to speak with parents/carers.
- We have a complaints procedure in place which indicates how parents can escalate the complaint should they so wish. Further details are available from the school office and on our website

www.stockingfordnurseryschool.co.uk

The Warwickshire local offer for SEND:

<http://www.warwickshire.gov.uk/send>

KIDS (Warwickshire SENDIAS) :

Warwickshire SEND Information, Advice and Support Service supports parents and carers of all Warwickshire children with special educational needs and disability (SEND), whether they are of pre-school age, or in a mainstream or special school.

<https://www.warwickshiresendiass.co.uk>