**Rainhill Community Nursery School**

**Special Educational Needs and Disability (SEND)**

**Information Report 2017/18**

Schools are required to publish a Special Educational Needs and Disability (SEND) Information Report. Rainhill Community Nursery School is an inclusive school, welcoming children and families irrespective of any additional needs they may have. We work with other agencies and professionals to ensure we have the necessary skills and resources to meet each child’s learning and development needs.

Our Special Educational Needs and Disability (SEND) Policy sets out how we identify, assess and plan to meet the needs of children identifies as not making sufficient progress or as having additional needs. In some cases children will already have had any additional needs identified before they start attending Nursery School, perhaps at or before birth or at one of the Health Visitor checks. As we may be the first educational setting accessed by the child and family, it is also likely that additional needs may be identified by Nursery School staff. The person with responsibility for the co-ordination of provision to support children with Special Educational Needs and Disabilities, also referred to as our SEND Co-ordinator, is Miss Emma Nicholson. Parents wishing to find out more about SEND provision at Rainhill Community Nursery School are actively invited to speak to Miss Nicholson (Head of School) who can be contacted on 01744 677635.

When we identify that a child may have barriers to learning or additional needs parents / carers will be invited to a consultation meeting with their child’s Key Worker and the Nursery SEND Co-ordinator to agree a plan of action that will be focused on supporting the child to make progress in the areas of concern.

We will also make arrangements to consult with children in order to ensure that their views are taken into account. Given the age of the children in Nursery, this consultation may take the form of observations focused on the identification of the kinds of activities that interest the child. Where appropriate it will involve discussion with the child about what their strengths, areas for development and interests are.

Arrangements for assessing and reviewing children’s progress towards outcomes, will be planned at appropriate intervals. The timescale will depend on the nature of the targets set, but will be around 10 weeks. Children and their parents will have the opportunity to take part in this review. Data analysis and consultation with parents enables us to evaluate the effectiveness of our SEND provision.

Enhanced transition arrangements will be planned for children with SEND moving from another Nursery or Childcare setting and for those children moving from Rainhill Community Nursery School into Primary School. This will usually involve face to face

meetings between current and welcoming settings, parents and any other professionals involved.

As an inclusive school it is important to us that children with SEND are enabled to access activities available to and with children without SEND. In addition to this there may be planned small group or one to one interventions for children focused on accelerating learning and addressing the targets identified. Rainhill Community Nursery School is fully accessible. Where required, adaptations will be made to the curriculum or learning environment in order to ensure that children with SEND are fully included.

Staff access training in response to children’s identified needs. The school also has access to and makes regular use of referral routes for a number of agencies to support children and their families; LA SEND Teams (including the St. Helens Children’s Disability Service, Educational Psychology Service and Sensory Support Services) and Speech and Language Therapy Services. Use of these external referral pathways can be triggered by a number of concerns, these can include;

a. parent/carer concerns

b. if the child is making little or no progress despite differentiated class teaching approaches that have given targeted support

c. if the child continues to work at levels below those of other children of a similar age

d. if a child presents emotional/behavioural/communication concerns or has physical/sensory needs.

The School's senior leaders will liaise with the local authority, following established processes, in order to ensure the necessary resources are available to promote the learning and development of children with SEND. Evaluation of the effectiveness of the provision made for children and young people with SEND takes place through the regular reviews of their Support Plan and the termly progress monitoring that takes place for all children. Children at Rainhill Community Nursery School who have SEND are supported to make good progress relative to their starting points.

In 2016-17 the range of children with SEND included those with Speech and Language Delay, Autistic Spectrum Disorders and Cerebal Palsy. The learning and development of children with additional needs is targeted and documented in an individual plan within which targets for the next steps in their learning are set.

* Children with SEND made up 8% of the cohort during 2016-17.
* Support plan reviews evidence the impact of the school on supporting these children to achieve the targets set for their learning and development and to make good progress during the year.
* Progress was also tracked against ‘Early Years Outcomes’ which evidenced that although this group of children started school with attainment significantly below the expectation for their age, by the time they left to start Reception Class they had made substantial progress when compared with their starting points and their well-established learning behaviour had prepared them very well for Reception Class expectations.

In the Early Years children’s personal, social and emotional development is prioritised and where appropriate extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying behaviour will be planned.

All schools are required to produce a Disability Access Plan which states how the additional needs of children, parents, staff and governors will be met. Ours can be found on the ‘Information about our Nursery’ page of the website.

**Complaints Procedure**

If a parent feels that the school has not met their child’s educational needs, they should: ·

* discuss their concerns with the class teacher
* consult with the SENDCO if their concerns continue
* consult with the Headteacher/SEN governor
* follow the school Complaints Procedure

For further information please refer to the Special Educational Needs and Disability Policy in the Policies section of this Website. For more information regarding the St Helens Local Offer please visit [**http://www.sthelens.gov.uk/sen**](http://www.sthelens.gov.uk/sen)