

Local Offer

Chalvey Nursery School



Welcome to
Chalvey Nursery School
& Early Years Centre
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LOCAL OFFER

Chalvey Nursery School

1. Special Educational Needs (SEN) Policy

Please follow the link to our website to view our SEN policy and Equality Plan. www.chalveynurseryschool.co.uk

Chalvey Nursery School is a warm and welcoming mainstream nursery offering 60 places per session. Children attend for 3-5 terms and attend for morning or afternoon sessions. We also provide additional hours for children. We offer 30 hours per week for entitled children. In addition, we currently offer 16 places for funded 2 year olds.

The Nursery is also resourced to take up to 10 children (5 per session) in the Assessment Unit for a period of extended assessment. All of these children have complex needs which might include language, social interaction, physical, sensory or medical needs. A referral meeting for the Assessment Unit is held twice a term and parents are very welcome to contact the nursery to arrange a visit or to discuss the referral process.

'Sharing, Caring and Learning Together' is what we believe for all of our school community.

Please read our latest OFSTED report <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109765>

At Chalvey Nursery, we believe that all children should be given the opportunity to achieve their best. We have high expectations for all our children with SEN, including those children who have the most complex needs. Children with SEN are included in **all** the activities of the nursery, and we provide additional adult support and other resources where needed to ensure that the curriculum is fully accessible to all children.

There is access on one level throughout the nursery, and electronic entry systems provide a high level of security for all children, especially those who have a limited sense of danger. As well as nappy-changing facilities in each area, the Assessment Unit is equipped with a shower.

The Assessment Unit has a specialist teacher, a nursery practitioner and two teaching assistants (TAs). Visual support materials (including 'First-Then' boards, visual timetables and countdown strips) are used to support learning in the Assessment Unit, and the teaching and learning environment is highly structured. We use Makaton signing, recorded speech and picture-exchange (PECS) to develop communication skills for children who have little or no speech.

Children in the Assessment Unit have a high level of small group and individual support in their own classroom base, which has an individual work-station area. They all join their mainstream peers in play every day, with adult support, and some children join mainstream learning groups, as appropriate.

2. Teaching & Learning

At our nursery, we closely follow the guiding principles of the Early Years Foundation Stage. We provide high quality teaching which is differentiated and personalised for all the children in the nursery. The learning outcomes for all children are monitored through regular observations and record-keeping. We operate a key-worker system for monitoring development of individual children and working with their parents.

Whole-nursery assessment includes the Pupil Tracker system which records children's individual attainments across the seven areas of development in the Early Years Foundation Stage, and identifies children exceeding expectations and children at risk of delay. We also record the characteristics of learning of individual children. We assess every child's baseline attainments during their first half-term at nursery

All children have a Learning Journey book in which they can choose to put their own work and photographs, to share with their families and to take with them when they leave nursery. Practitioners also record key learning moments in these books.

3. Identifying and Assessing SEN

We are committed to the early identification of special educational needs and we follow the 'Assess, Plan, Do, Review' model, in line with the SEN Code of Practice (2014).

From the outset, parents are actively involved in discussions about their child. If a child is not making adequate progress, despite high-quality teaching targeted at their area of need, the child's key-worker will complete our Cause

for Concern Form, detailing their discussions with parents, action already taken to meet the child's needs, and the outcome.

The SENCO (Special Educational Needs Co-ordinator), or Deputy SENCO, then gathers further information from parents, teaching staff and the child, and clear goals are identified together. Stretching targets are set, usually in an Individual Education Plan (IEP), and these are reviewed termly. This is the beginning of a cycle of target-setting, support and review which will continue as long as the child has an identified need.

Where appropriate, we assess and record progress in smaller steps. We also use assessments which focus on the specific needs of particular groups of children (eg. Venturing Into Play Profile for children on the autism spectrum; PECS Checklist for children with little or no speech).

4. Involving Parents and Children in Planning and Reviewing Progress

We aim to keep parents fully informed of their child's special educational needs and encourage parents to share their knowledge about their child and to contribute as equal partners in target-setting and progress reviews.

From our observations and discussions with parents, we identify children's individual interests and plan activities to include these interests. All children in the nursery are supported by individual plans in the form of personalised 'next steps for learning', discussed and identified with parents, and designed to extend each child's learning and development.

Children are invited to spend some time in the nursery, with their parents, during the term before they start nursery, and all parents are offered a home visit by the child's key-worker, when any concerns can be discussed. Staff who speak a range of community languages are available to interpret. Children with SEN are offered a more extensive transition programme including additional home-visits or visits to nursery, and a multi-agency transition meeting, as appropriate.

We work closely with a range of external professionals including educational psychologists, speech & language therapists, physiotherapists, occupational therapists and autism outreach workers. The advice of external professionals is valued and shared with the child's parents and all staff working with the child. Parents are always informed when an external professional is visiting their child in nursery.

An allocated speech & language therapist currently visits the Assessment Unit for one day every month, and provide advice and therapy plans which are then implemented daily by nursery staff.

Where appropriate, and with parental consent, the SENCO will share information securely with other agencies working with the child, using the Borough's Early Help Assessment.

Where appropriate, we work with parents to submit a request for statutory assessment, often leading to an EHC Plan, and we contribute detailed reports for this.

All parents have the opportunity to take part in courses and activities in the nursery (eg. parent workshops; rhyme-time sessions) and some parents offer voluntary help in the nursery. In addition, a regular parent workshop, 'Growing Together', is offered to the parents of children with SEN.

5. Additional Support

Support offered to children is tailored to the needs of the current group and of individual children within the nursery. It includes:

- Learning opportunities delivered by staff who are sensitive and responsive to the changing needs and interests of children and to a range of learning styles.
- Access to a wide range of supportive strategies in the classroom.
- Learning support staff effectively deployed to support children's learning.
- Additional adult support for individual children, as appropriate.
- Setting small-step, individual targets that are specific, measurable and achievable, and regularly reviewed.
- Adapted resources and a purpose-built sensory-room.
- Ongoing help with personal care, where necessary.

6. Extra Activities

To enhance our curriculum, we use our minibus for outings for all the children. We also encourage visits into the nursery and these have included Zoolab, and a mobile farm. Risk assessments are carried out beforehand and additional supportive measures are put in place, as required.

Children in the Assessment Unit are offered a range of additional experiences including sensory and movement activities, and weekly outings to local parks, shops and cafes, to extend their physical and social skills.

We have strong links with the local special school and children from the Assessment Unit regularly access their facilities, including soft-play room.

7. Meeting the Social and Emotional Needs of Children with SEN

We recognise the importance of personal, social and emotional development as a fundamental building block to engagement and well-being at nursery and to future learning success. Meeting these needs includes:

- Key workers who develop close, secure relationships with children and parents.
- Staff who have experience and particular understanding of social, emotional and behavioural difficulties.
- Additional targeted small groups
- Involvement and well-being work across the nursery
- Access to local outside agencies (eg. behaviour support service, educational psychology service).
- Special transition planning arrangements for vulnerable children.

All children in the nursery are encouraged to respect others, and there is a particular emphasis on sharing and turn-taking activities throughout the nursery.

We use positive behaviour strategies throughout the nursery and have individual positive handling plans in place for any children in the Assessment Unit who have very challenging behaviours.

8. Keeping up to date with Knowledge and Skills

Our Nursery staff working with children who have SEN have had a wide range of training including Makaton and BSL signing; support for children with visual and hearing impairment, visual communication systems, picture-exchange (PECS) and Elklan training in language development. Whole-staff training has also been provided in Makaton signing, Team Teach and Diabetes and Epilepsy support.

Staff in the Assessment Unit have chosen to specialise in working with children with SEN and are very experienced in teaching children with SEN.

The SENCO meets regularly with the Headteacher and the Deputy SENCO to monitor the support for children with SEN. The Deputy SENCO has specific responsibility for supporting children with SEN in the mainstream nursery.

We analyse our assessment data from Pupil Tracker half-termly and, by tracking both the provision made for children with SEN and the progress of individual and groups of children, we are able to measure the effectiveness of our SEN provision and, where necessary, introduce changes.

9. Transitions

We attach high importance to good transition planning, both before children start in the nursery or Assessment Unit and when they leave, and we have developed close links with all receiving schools. We ensure that information is shared with the new SENCO and staff so that supportive strategies can be continued and appropriate provision made when the child starts at their new school. This can include:

- Transition meetings with parents and school staff
- Discussions with children.
- Tangible aids for the child (e.g. photo-book).
- School staff visiting the child in nursery.
- Additional visits to the receiving school
- Supportive advice for parents.

10. Helpful Contacts

Headteacher: Mrs. Diane Lister

SENCO: Mrs. Chris Godfrey

Deputy SENCO: Miss Emma Lister

Governors with responsibility for SEN: Ros Duke & Mahesh Yanambakkam