



## **Nursery SEND Information Report, 2018-19**

Claremont is committed to being an inclusive Nursery school. Our intention is to help every child who comes to our Nursery school to enjoy positive learning experiences and to achieve their full potential. We offer a calm, caring environment and compassionate, committed staff who are keen to help your child succeed, and also to form a close working partnership with you. In the classrooms, all teachers are required to teach pupils with special educational needs and/or disabilities (SEND); they provide quality first teaching which takes account of the particular individual needs of pupils with SEND.

The questions and answers below should give you all the information you need about our approach to special needs. You are very welcome to come and talk to us about your child: you can view our SEND Policy and our Early Years Foundation Stage policy on this website:

<https://www.claremontschool.co.uk/wp-content/uploads/2019/03/SEND-Policy-040918.pdf>

<https://www.claremontschool.co.uk/wp-content/uploads/2019/01/Policy-for-the-Early-Years-Foundation-Stage.pdf>

### **How does Claremont Nursery know if children need extra help and what should I do if I think my child may have special educational needs?**

The Statutory Framework for the Early Years Foundation Stage (March, 2017) establishes the minimum expectation in relation to the quality of provision to which every child is entitled. Through an effective Key Worker system, at Claremont Nursery we do ongoing observational assessments of all children in our care. These are linked to the development statements for different age groups (8-20, 16-26, 22-36, 30-50 and 40-60 months) set out in the 'Development Matters Ages and Stages of Development' document (2012). These observations will be discussed with the class teaching staff, the SENCo (Special Educational Needs Co-ordinator) and the

Nursery Management Team (NMT). They help to identify individual needs and, following initial discussions with parents, ensure that early intervention measures can be put in place. Each child is allocated to a Key Worker from the class teaching team, whose role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If your child's Key Worker has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development. Two-year old, Integrated Progress Reviews are initially carried out by Health Visitors, when your child is between 27 and 30 months old; this element of assessment in Nursery is led by Mrs Charlotte Thornely. Results of the check are also discussed at Nursery with your child's Key Worker. This process will identify any areas in which a child is not making progress; when necessary a support plan will then be put in place.

The Nursery's SENCo can offer advice and support to the Key Worker, class staff and parents. She will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from the ISEND Early Years Support Service (EYSS) can be sought with parents' permission.

Reports from health care professionals such as Paediatricians, Health Visitors, Speech and Language Therapists, Physiotherapists, Occupational Therapists and Educational Psychologists identify children's individual needs and often suggest strategies to support them. The Nursery welcomes parents and professionals sharing these reports with them, in order to plan appropriately to meet individual needs.

### **How will Claremont Nursery staff support my child?**

On induction to the setting, a member of the NMT, Key Worker and parents/carers share information about the strengths and needs of the child. The parents/carers will have the opportunity to accompany their child on one or more visits to help settle them and to develop a relationship with the Key Worker. The Key Worker's role is to foster relationships with, and to understand the individual children. The Key Worker will maintain an overview of experiences and progress of each child in his/her care. She/he will also work with other practitioners to ensure provision is relevant/appropriate and will seek support from the SENCo when needed. The child will always be at the heart of all we do. We work with parents to support the child together.

The curriculum will be adapted to provide differentiated support to help each child progress towards the early outcomes by using an Additional Needs Plan (ANP) which helps plan for a child's next steps and is shared with parents/carers as well as the Keyworker, Nursery SENCo and other professionals working with that child. Observations, listening, assessments, strategy recommendations from professionals

and evaluations all contribute to ANPs. The SENCo will explain how children's individual needs can be met by planning support using the ANP. She will also explain the role of EYISEND (Early Years Inclusion, Special Educational Needs and Disability Service) and/or relevant health care professionals who may become involved in your child's development (e.g. Speech and Language Therapist, or applications for additional funding from East Sussex's Early Years Inclusion Support Fund). ANPs will be reviewed with parents/carers on a termly basis.

### **How will the curriculum be matched to my child's needs?**

The Key Worker and other staff in the class in which a child is based, will get to know the child through meeting parents/carers during their initial settling-in visits to the Nursery. Communication is key between parents/carers and staff in order to support the child's care and wellbeing. The Key Worker will regularly liaise with parents/carers. During the initial meetings between them, parents/carers will be asked to complete an information gathering form.

In the first few weeks in Nursery, a baseline assessment is used to establish a starting point. The Key Worker will observe the child in order to complete summary sheets containing relevant development statements for the child's age (linked to the EYFS), from which future progress will be measured. The assessment summary sheets are used at three points during each year of the child's learning journey. From these, activities, experiences, routine resources and provision are planned for the individual child.

A child is provided with differentiated learning, matched to the individual's stage of development so that the resources and activities are appropriate. This enables every child to be included; achievement is celebrated with small step successes towards next steps of development.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

There is opportunity for planned time to establish relationships between parents, child and Key Worker on entry to the setting. We have an assessment system for all children comprising ongoing observational assessments, 27 to 30 months integrated progress reviews and tracking assessments which are completed in October, February and June each year. Each method of observation and assessment is linked to the EYFS (Early Years Foundation Stage) ages and stages of development. Each child in Ducklings and Butterflies classes has a learning journey book which is sent home after each Nursery session, informing parents/carers about which activities

their child has been involved in during the day and which development stages they have demonstrated evidence of attaining. Parents are also asked to contribute information about their child's activities and learning at home. Ongoing assessment for children in the other nursery classes is documented through the online 'Tapestry' programme which can be accessed by parents at any time. Every parent is given a 'Tapestry' account when their child starts at Nursery. We encourage parents/carers to share their information about a child's progress or interests through loading it onto 'Tapestry'. From this information practitioners can build the whole picture of a child's development, at home, in the wider family and community as well as at Nursery.

The Nursery has an 'open door' policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as these are key to building parent partnerships and to supporting children's development to progress. Telephone calls, texts, e-mails and daily communication books can be used to communicate with parents during the day. There is a weekly Nursery newsletter for parents/carers.

Any concerns parents/carers may have can be discussed informally with staff at any time, or more formally by appointment. In October, April and June each year, we hold a parents' evening for children in Badgers and Foxes classes which allow parents/carers to discuss their child's progress and planned next steps in learning with their child's Key Worker. We also have a SENCo available for consultation if required. The SENCo and Key Worker will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parents/carers' meetings and EYANP reviews. If your child has particular identified needs, the setting will work in partnership with the team supporting your child beyond the Nursery and explain to parents/carers how they are acting on advice from the other professionals working with the child/family.

### **What support will there be for my child's overall wellbeing?**

The staff approach is inclusive, positive and welcoming to all. We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start.

A child's physical and emotional wellbeing will be supported initially through forming a strong attachment with their key person who will also be responsible for their personal care needs and eating or drinking. The Key Worker builds relationships with child and family and they provide respectful, personal care for all children. Older children are supported to manage their own personal care and to manage risks for themselves. Staff have received first aid training and more specific training is accessed when required e.g. using an Epi-pen. A Medication Record book is

completed by parents/carers and procedures are in place for safe administration of medicine. A range of strategies are available to help manage social and emotional development including visual support strategies to help children understand routines within the setting. Behaviour is managed sensitively and appropriately by practitioners who are knowledgeable and expert in child development. Reasons for unacceptable behaviour will be sought. Adults act as good role models for positive behavior; this is underpinned by policies and procedures. Children are encouraged to express their views and sensitive interactions between adults and children develop their self-esteem and independence. During the daily routine, visual timetables are used to support children in their understanding of routine. Resources are accessible to the children for independent choice.

### **What specialist services and expertise are available at or accessed by the Nursery?**

All staff are experienced in working with the Early Years age group. Most staff are trained to level 3 and beyond. The setting has an experienced SENCo who attends regular training to keep up to date; she cascades information to the Nursery Management Team (NMT) at weekly meetings and to the whole staff as appropriate.

Following discussions with parents and staff about a child's difficulties, the SENCo may refer directly to professionals such as Physiotherapists, Occupational Therapists or Speech and Language Therapists. She may liaise with Health Visitors and GPs in order for children to be referred for further assessment of their medical needs by a Paediatrician. If a child has a variety of needs, it may be decided that the multi-disciplinary evidence-gathering process of an Early Help Plan would be useful. This process is managed by Health Visitors. An EHP works in partnership with families in difficulty and agrees a multi agency support package to help them. It is a way of making sure that parents/carers get the right help as soon as possible; a child/family can access a number of support services available in the locality, linked to the child's identified needs. These may be through the National Health Service or East Sussex County Council, although private services can be accessed if that is the parents' preferred route.

With parents' permission it may be appropriate for the child to be referred to East Sussex's Early Years Special Educational Needs and Disability Service (EYSEND). If specific needs are identified, then the team with the expertise in this area will take up the support for the child, parents/carers and staff in meeting the child's needs at home and in the Nursery.

### **What training have the staff supporting children with SEND have or are having?**

All Nursery staff have received child development training and have experience of working with children within the Early Years age range. The SENCo has a Post Graduate Certificate in Specialist Dyslexia Teaching. The experienced SENCo within the Nursery attends training within the Local Authority and beyond. She cascades the information gathered through delivering training sessions for Early Years staff. There is a termly programme of SEND training delivered by the SENCo and Head of the Nursery, including topics such as Autism; speech, language and communication difficulties; using visual support; behavioural, social and emotional difficulties and early indicators of Dyslexia. Many staff members have been trained in Makaton.

Training for specific medical support (such as administering 'epipens' or 'Glucagen'), and general information about childhood illnesses, etc, is carried out by nurses from the Conquest Hospital. Staff members will attend training linked to specific needs when those needs become apparent, or in advance of a child with previously acknowledged needs joining the Nursery. All staff are trained in Child Protection as required legally and many hold paediatric first aid and food handling certification.

### **How will my child be included in activities outside the classroom, including school trips?**

All activities will be planned around children's individual needs and abilities; specific needs will be discussed with individual parents/carers. Risk assessments are carried out beforehand to ensure that activities and trips are accessible for all.

Claremont Nursery values the role of the wider environment in enhancing a child's education. We have extensive grounds which are used for structured Forest School sessions each week and to provide an exciting and valuable resource across all other curriculum areas too.

Our off-site visits are designed to enhance curricular and recreational opportunities for all children, to provide a wider range of experiences than could be provided on the school site alone, to promote the independence of our children as learners, and to enable them to grow and develop in new learning environments. The school has minibuses on site, which allow children to go on trips in a familiar environment with trusted staff .

### **How accessible is the Nursery environment?**

When your child first joins the Nursery, we will ask you to let us know of any access issues you or family members have. The Nursery is not easily accessed by public transport. However, there is a large car park and there are two disabled parking bays outside the entrance. There is level or ramped access to both ends of the building,

but two classrooms are upstairs and there is a level change on the ground floor. Accessible toilet/changing facilities are available.

Almost all staff speak English as their first language, but some multi-lingual staff can provide support in languages such as French, Romanian, Spanish and German . Visual displays support understanding of routines (e.g. toilet routine) and daily activities (in a visual timetable). Staff liaise with parents to acquire basic vocabulary or commands in a child's home language. If required, an external interpreter would be engaged or the Nursery staff would seek to involve a child's other family members who speak English if appropriate/ helpful to the child and their family. Staff have an understanding of basic Makaton signs. .

Multi-sensory experiences are provided as part of our core provision. We provide sensory play equipment and we use visual aids.

For children with complex special needs or disabilities, the Nursery may apply to EYISEND for an Inclusion Support Fund grant, which contributes towards the additional costs of including children who have additional needs.

## **How will you prepare and support my child to join the Nursery, transfer to a new setting or the next stage of education and life?**

### **Joining the Nursery**

Prior to a child joining Claremont Nursery, there is a comprehensive induction programme to ensure that parents/carers and children have a smooth transition from home to Nursery. Our class teachers will also endeavour to visit your child at his/her present nursery (where applicable), to get to know them better before they join us. This helps children to build relationships with key members of staff and to get to know their environment. Fun taster sessions are arranged for children when they meet the teacher and other children in their class. These sessions can be in the company of their parents/carers or on their own. Each child is assigned a Key Worker and their role will be explained. The Key Worker will form a relationship of trust and support with the parent/carer and the child during these sessions and will ask for "all about me" forms to be completed. Those forms contain questions which will help the practitioners to identify the children's needs and interests; discussion about any outside agencies who may be involved in the child's development will take place.

If required, staff will attend training related to a child's needs before they attend the Nursery. Meeting with involved health care professionals will help the child's transition into the setting, as will the sharing of any relevant documentation (e.g. 'all about me' forms, previous EYANPs, paediatric reports), in order to ensure



appropriate planning and support is in place. Parents and Key Workers should agree a consistent approach to ensure continuity of care from home to setting.

### **Transition within the Nursery**

Key Workers will ensure that children are familiar with their new class environment and staff well in advance of moving to a new class. A gradual programme of familiarisation with the new classroom and sessions conducted by the new staff takes place over several weeks. Pupils will be given a photographic transition book to take home, with pictures of their new class room and adults who will be working with them. Parents/carers will meet Key Workers and receiving staff to discuss individual needs and concerns in advance of a class move. There is also an information evening in the Summer Term for parents/carers of children in the Squirrels class transferring to Badgers/Foxes in September.

### **Transition to school or next setting.**

If a child is transitioning to school or moving on to a new setting, the child's Key Worker and SENCo from the new setting, are invited to observe the child and to discuss the child's strengths and needs. The Key Worker and SENCo can attend transition meetings in the new school and share EYANP targets and minutes of review meetings.

When a child is transitioning, their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, EYANPs, assessments and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting/school which the child can share with parents/carers/Key Worker on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.

### **How are the Nursery's resources allocated and matched to children's special educational needs?**

Inclusion funding is applied for from EYISEND's Inclusion Support Fund to support children with more complex needs. This is used to purchase specific resources or to enhance the staff/child ratio to enable more 1:1 work to be undertaken.

Two year old funding can be applied for to support a child who has an Education and Health Care Plan.

### **How is the decision made about how much support my child will receive?**



Decisions made about how much support a child will receive is monitored through observations made by the Key Worker of the child in the setting and then discussed with parents/carers, SENCo and NMT (Nursery Management Team). Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary, with the aim of enabling the child to become independent within the environment. On-going partnership between parents/carers, the Nursery staff and other professionals involved with the child/family will support the decision-making process. The SENCo will advise on the process of applying for extra support. The inclusion support fund process will identify the level of need based on the evidence submitted by the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The Early Years Advisory Teacher or other professionals working with the Nursery SENCo will support the decision-making process linked to planned targets on the EYANP. The EYANP will be written with parents, will include how parents can support their child at home and will also contain contributions from professionals outside of the Nursery who are supporting the child. Staff meetings within the setting will ensure all staff working with the child know the child's needs and how to support them.

When a child has significantly complex special educational needs that have been formally diagnosed by specialist medical or educational practitioners, the school will assess whether there is a sufficient level of staff competency and a suitably specialised environment to meet those needs. If the needs cannot be reasonably provided within the school's normal resources, it will be necessary to request an assessment of education, health and care needs by East Sussex County Council. This may result in a child having an Education and Health Care Plan. The plan will be a legal document describing a child's needs, what should happen to meet those needs and the most suitable educational placement for them.

### **How are parents involved in the Nursery? How can I be involved?**

Claremont Nursery provides a happy and supportive environment, forging strong partnerships between home and school. Parents/carers are involved from the initial visits at Nursery when they register their child at the setting. The child's strengths, needs, likes and dislikes are discussed at this point. Parents/carers are encouraged to share information with members of staff from the on-set and, on a daily basis, about individual needs of their child and any agencies involved with the child/family. Children are encouraged to talk about what they have done at home so that this can be extended upon in Nursery. Parents/carers are invited to share their news and child's interests with their Key Worker and this is reciprocated by the Key Worker explaining aspects of child development to parents/carers and sharing experiences with them. Parents are supported through sharing observations in their child's

learning journey book in Ducklings, Butterflies and Robins, through loading information onto 'Tapestry' for other classes, at parents/carers' meetings and EYANP reviews.

The Friends of Claremont School (FOCS) is a parent body that works to enhance the life of the school and to fund educational resources and experiences for the children. They arrange many events throughout the year for parents/carers and children alike (for example, Christmas Fair, an Easter Egg Hunt and Bonfire Night), and always welcome new members to help.

Expertise of parents/carers is used to enhance curriculum work when applicable and they are sometimes asked to accompany school trips. Termly calendars are available on the school website to inform parents/carers of forthcoming events; a weekly Nursery Newsletter is also available on the website.

In addition to Consultation Evenings twice a year, parents/carers can also make an appointment to see their child's Key Worker to discuss concerns at any point in the year.

### **Who can I contact for further information?**

The first point of contact within the setting is your child's Key Worker. The SENCo will be able to offer advice and will be able to signpost parents/carers to other professionals who may be able to help, such as the Health Visitor, Speech and Language Therapist (SALT), Paediatrician, East Sussex's Early Years Inclusion, Special Educational Needs and Disabilities Service (EYISEND)

If your child has a diagnosed special educational need or disability and you would like to know more about how we could support them, please contact the SENCo:

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**SENCO**  
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