



Special Educational Needs (SEND) Information Report

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Governor who supports the rights of children with SEND – Jan Homes

This SEND Information Report is written as part of the local offer for 2, 3 and 4 year olds with special educational needs and disability (SEND). It is a legal duty of all maintained nursery schools to publish this information on their website and to update at least annually. This report shows how Woodfield Nursery School implement their policy for children with SEND.

We provided the following support:-

- Communication and Language
- Social and Emotional Interaction
- Sensory and Physical Needs including personal care
- Mental Health and Well-being

SEND Policy

This was updated in September 2024

Woodfield Nursery School identifies children who need extra support, plans for their individual needs through robust assessment processes, consults with appropriate professional services and reviews progress.

We recognise that all children have the right to have their needs met to enable them to fulfil their true potential and have access to the best care and education available.

Statement of intent

Our vision is to support every child to shine and become compassionate, confident and resilient young learners. We aim to capture the imagination of every child by developing creative, challenging teaching and learning opportunities based around individual needs and interests. Children at Woodfield are encouraged to be proud of their achievements and, through our staff observations and interactions, be given opportunities to grow.

We are an inclusive school and aim never to discriminate through race, religion, age, gender or disability. We aim to provide a challenging, differentiated curriculum which allows children to work at their level of understanding. We will work closely with parents to support and advise through the processes of SEND funding, Education and Health Care plans or in working with other professionals. We treat everyone as an individual and will aim to respectfully provide the best care and education we can.

Arrangements for consulting with parents

From the first meeting with parents we aim to build good relationships that allow parents to work in partnership. We have a key person for each child. They will gather initial information and complete an All about Me booklet which captures the child's interests, medical and special educational needs. We talk with parents about their child's skills and areas of concern that they may have. We also ask if any services are involved with the child so we can begin to get a picture their specific needs. Parents are involved in their children's learning through activities sent home and regular consultation with their child's key person (at least termly). We will arrange to meet with parents if they have concerns. Assessment processes such as 2 year progress checks, are done in consultation with parents. If a child is working significantly below their developmental age in some/all areas of learning a Target Learning Plan or intervention programme of learning may be introduced.

Arrangements for capturing children's views

Through observations, assessment of progress and where possible talking and playing with children we will be able to capture children's voice – this could be for example:-

- Looking at relationships – key person attachments, who they like to play with,
- Looking at what the child likes and dislikes
- Drawing, types of play and where they like to play
- How the child expresses their emotions
- Through stories, pictures or talk

Arrangements for assessing and reviewing children's progress towards Early Years outcomes

We use a range of assessment resources to assess the needs of all children:

- WellComm Language assessment Tool Kit
- Woodfield Nursery School Curriculum and Checkpoints
- Early Years SEND Toolkit
- Early Talk Boost
- Targeted Learning plans – intervention and review
- Early Words Assessment
- Two Year progress Checks

We also refer to

- The Statutory Guidance for EYFS
- Birth to Five matters
- Development matters
- Knowledge of child development

Transition

In the summer term we hold transition meetings with parents and the primary school reception class team for all children. The SENCO from the primary school and any relevant professions will also be invited to attend if appropriate for the child's needs.

Approach to teaching and learning

We use a play-based curriculum which allows children to explore, experiment and achieve. It is based on a curriculum designed with our children's needs in mind – we have a high number of children with English as an additional language for example. We use children's fascinations, experiences and interests to build an accessible, fun and exciting language rich environment. We will adapt our curriculum regularly to meet the needs of all children. We aim to empower children with a love of learning and give them confidence to explore something new

Adaptations to curriculum and learning environments

Resources are carefully chosen and reflect different levels of difficulty for example in construction we have magnetic, screw fit and push and pull fixings, we have trainer scissors available to support children who need to develop muscle

strength. We have tables which have adjustable heights, chairs with and without arms and of varying heights. We can create individual resources which reflect children's interests and use a multi-sensory approach. Our curriculum is flexible and develops with the child.

Children's progress and effectiveness of provision

Progress meetings are held with key people to set appropriate targets for learning using a Target Learning Plan – these are reviewed at least half termly. Parent meetings are held approximately every 6 weeks. Teachers review planning half termly and reflect on the provision provided and whether it is meeting the needs of the children. Environments are adapted and resources reviewed if children are not making progress. Teachers will act upon any actions identified to improve outcomes for children.

Staff training and expertise

Headteacher (new in post Sep 2024) is due to begin the NPQSEND.

SENCO holds Specialist Certificate for Senco and has held the role for a number of years.

All staff are involved in writing and reviewing Target Learning Plans and assessing children using WellComm toolkit and Curriculum Checkpoints

Staff received specialist training as needed e.g working with children with a stammer, Supporting a child with speech language and communication difficulties.

Professionals such as Speech Therapist and portage workers offer advice and support staff to model plans they have put in place.

All staff have supervision in which they discuss individual children's needs and are supported by SENCO and Headteacher

Involvement of other professionals

We have worked with the following professionals:

- Specialist Teacher for the Deaf
- Inclusion service – specialist teachers
- Speech and Language Therapist – referrals were made after initial assessment and interventions using WellComm showed that children were working significantly below their developmental age. Parents also indicated concerns re their child's speech and language development.
- Educational Psychologist
- Health Visitor team
- Local Child Development Centre – The Rainbow Centre
- Portage team

Arrangements for handling complaints

Please refer to the school complaints policy which is based on the model policy provided by Lancashire County Council.

As a school we aim to support children and families in the most sensitive and understanding way, however, should a parent be unhappy about the needs of their child not being met they should initially speak with their key person and SENCO or the SENDCO assistant. If this proves unsatisfactory please speak to the Headteacher (Leanne Harrison)