

SEND Information Report



Approved by: Full Governing Body

Date: January 2025

Last reviewed on: January 2024

Next review due by: January 2026

Welcome to Haven Nursery School. We are a Local Authority Maintained Nursery School, providing education and care for 3 and 4 year olds who qualify for nursery education grants or 2-year-old funding. Our fully inclusive Nursery School provides 140 part-time places for children aged 3 to 4 in 'The Hive'. The Government currently funds 15 hours per week of nursery education for all children or 30 hours for eligible children from the term after their 3rd birthday. These hours are available term time only or all year round as part of our 'stretched offered'. Additional, (chargeable) hours are available to provide full day care options for parents/carers above their free entitlement. Within the Centre, we also provide day care for children aged from 3 months to 3 years. This is delivered in The Nest and The Den. All areas of our nursery are open 7.45am – 6pm, Monday to Friday, 51 weeks a year.

Haven is an SEND Hub which provides 36 part-time resourced places for children with Special Educational Needs and Disabilities, all of which are allocated by the Local Authority. Resourced places are offered to children with a wide range of needs including; physical disabilities, Autistic Spectrum Condition, speech and language difficulties, social, emotional and behavioural difficulties and developmental delays.

At Haven, we recognise that all our pupils are equal individuals and we are committed to developing an inclusive and supportive learning environment that removes barriers to learning to ensure all children have access to our curriculum. We are experienced in working with children with a range of needs and it is our intention to include children within all

activities through planned support, as well as support given from relevant outside agencies/services. Haven Nursery School staff value the presence, participation and achievement of all its children and will work with them, their parents/carers, and other professionals, to ensure they are successful and happy during their time at the Centre.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Children who have placements at the nursery school as part of our SEND Hub resourced provision, have already been identified as having Special Educational Needs. Staff will meet with you at home to find out as much as they can about your child's particular strengths, needs, likes and dislikes and ways of communicating, so that everyone can plan for your child's transition into nursery school. We work closely with you and the therapy services (Speech and Language, Physiotherapy, Occupational Therapy and any other involved agencies) to make sure that appropriate support is available.

For all our children, we are keen to work with you to support early learning and development. All children shall have a home visit before they start to make sure we share as much information as possible. These visits help to develop strong relationships with families from the beginning. Home visits take place before your child starts nursery. Discussions about your child take place during the visit, where we learn about your child from you; any concerns you have can be shared with the key person and SENCo (Special Educational Needs Coordinator). If you are concerned about your child's development at any time, please talk to your child's key person or our SENCo.

As children settle into the nursery, staff make observations and assessments using the Early Years Foundation Stage. You will receive an individual hand over at the end of each session to talk about your child's day. Parent consultations are carried out termly to discuss progress. If staff feel your child might need some extra help they will discuss this with you and together you can plan any actions that would be useful.

All our nursery staff are trained/ skilled and experienced practitioners or assistants. We have SENDco who oversees provision for all pupils and ensures high quality CPD for staff.

We recognise that not all children who need extra help have Special Educational Needs and we put the support in place that we believe the children need. We also believe it is crucial for any child with SEND that their needs are identified as early as possible, as this will ensure the best chance for success in meeting those needs and thus promoting effective learning for that child.

If school and parents consider that a child may have SEND that require further support from outside agencies the SENCO, with parents' permission, we will take the lead in making a referral to the relevant agencies for further assessment and support.

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

All children with SEND will have a parent review meeting during their first term at Haven. This is run as a person centred planning meeting (PCP). This is where parents will be invited in to speak with key people, Lead Practitioners and the SENCo, about how they feel their child has settled into nursery. Here they will discuss their strengths/likes and areas where the child may need more support. At this meeting parents are given the opportunity to talk about the journey their child has been on so far and the key areas they would like their child to develop next. From this initial meeting, practitioners will create individual learning plans (ILPs) that have been created for the child's learning and development in the coming term. These are then discussed and adapted as necessary. The ILPs are reviewed and discussed on a termly basis and parents have a copy of the targets as well as access to them through their child's online learning journal, Family. The Lead Practitioner will liaise with the child's therapists to make sure that any advice is included in the child's plan.

All children at Haven have an online learning journal via Family. Practitioners will put on observations/photos of the child and these can be accessed by parents. Practitioners use these observations when making assessments and planning for future next steps. Parents are asked to contribute to these journals by adding in 'wow' moments from home or commenting on observations taken in nursery.

We operate an open door policy at all time and encourage parents and carers to speak to practitioners should they have any queries, questions or concerns.

How will staff support my child?

Every child that attends Haven has a Key Person. They will make a home visit prior to the child starting nursery to find out about that child. They will support the child during the transition from home to school by being available to that child during their settling in period and beyond. The relationship between the child and key person is key to support all their areas of learning. Each child's learning is overseen by the Lead Practitioner in their area of the Nursery School. The SENCo also oversees all provision for children with SEND. Our Speech and Language Therapist support children with identified speech and language needs through assessment and therapy. This support will be individual for each child depending on the child. In addition to this, we have a dedicated team practitioners working in all areas of the nursery who are well trained to support children.

The key person or a member of the team, will carry out specific targets set in the ILP on a regular basis throughout the week. This will usually be done during nursery activities/ play to learn, although, on occasion may be done in a quieter area such as the woodland room.

There will be some children who may need a high level of additional support during their session due to their needs being more complex, i.e. they are unable to access the curriculum without adult support. These children will be supported by their key person and other members of the nursery, throughout the session. On occasions, some children will have one to one support in the nursery.

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

At Haven we use the Early Years Foundations Stage curriculum (EYFS) to plan and assess children's learning and development. This is delivered through our individual curriculum progression model. We believe that children learn most effectively through self-chosen, play based activities. This is known to the children as 'play to learn' time. This allows children to develop their interests and recognises that children's learning styles and pace of learning are individual. We are able to plan on a very individual basis.

We carefully plan and provide an indoor and outdoor learning environment accessible to every child. Our environment is responsive to the needs and interests of the children and takes into account individual starting points. We ensure we are well resourced to cover all areas of the EYFS curriculum and provide a breadth of experience. Our observations of the children's learning, inform both our continuous and enhanced provision as well as the adult directed activities provided.

Adult led, direct teaching activities take place each day differentiated in response to our observations of need. Staff are skilled at adapting activities to match the developmental needs of the children. This learning happens during family group time (with their Key Person), during enhanced activities in play to learn time and during individual and group target time where appropriate.

How is the decision made about the type and how much support my child will receive?

Staff regularly review children's progress and frequently identify that some children need a little additional support or encouragement in different areas of their development. This is normal, good practice in the Early Years Foundation Stage. However, if it is felt by either parents or staff that a child needs additional support, we will talk with you about your child's needs and what we can offer within the nursery. Decisions about additional support are made with input from parents, key person, Lead Practitioners and SENCO.

We have a range of activities that can greatly benefit a child's early development:

- An approach that recognises and uses children's strengths and interests to develop their skills
- A high staff-child ratio and key person system
- Makaton signing environment to support early communication skills.
- Use of visual support cues such as; objects, photographs and symbols to support expressive language and comprehension
- Language Group to develop attention, understanding and vocabulary
- Individual planning which identifies specific targets and activities according to the child's needs
- Individual work or support from key members of staff where appropriate
- Sensory Room and soft play

For some children we may consider making referrals to get advice from other agencies working with us such as Speech and Language Therapy, Occupational Therapy,

Physiotherapy, Consultant Paediatrician or Educational Psychologist. We will always ask your permission to make referrals or involve external agencies.

What activities are available for children with special educational needs in addition to those available in accordance with the curriculum?

- There are a limited number of places for children with SEND to increase their 15 hours' entitlement to 30 hours (if eligible). Please discuss this with the Headteacher when you visit the nursery.
- We run a weekly coffee morning for parents run by our Family Support Worker
- We offer a limited number of stretched offer places so children are able to attend during school holidays as part of their nursery provision should parents wish.

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

The Nursery School take children on local walks and visits within our community (e.g. to the local shops or library) where aim for all children to be included. Permission is sought/discussed with the parents prior to the child starting nursery. Trips out of school are risk assessed and well supervised.

We recognise that for some children it can be distressing to have a change in routine and environment. In this case, the decision to take part in a trip will be discussed with the parents. We will always consider the best interests of the child. Appropriate supervision and support will be made available where needed. Medical protocols are put in place to cover outings for children with specific medical conditions.

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

We are an inclusive setting and all staff believe that having high self-esteem and a positive sense of self is crucial to a child's wellbeing. All children have a key person - that adult will build a trusting, respectful relationship with the child and their family, enabling us to promote and support personal, social and emotional development. All practitioners get to know all children well and work alongside them. We believe when a child begins at Haven, the whole family does too. So, as an entire staff team, we work hard to ensure all families are supported and welcome. Building this trusting and supportive relationship with families is vital in ensuring children's wellbeing as a priority, at all times.

At Haven, we have a range of strategies and interventions designed to support children's wellbeing. We promote trauma and attachment informed practise, using an emotional coaching approach to work on developing children's recognition and expression of emotions and feelings and then supporting regulation of these. We have a qualified EY ELSA who can support children individually or through nurture groups.

A small number of children may experience more severe emotional regulation challenges either at home or school. Parents and staff will talk about behaviours that are causing concern and jointly plan how to support the child. This may include a 'one page profile' which will set out specific strategies for everyone to follow.

Some children who attend Haven may have long-term medical needs. We plan carefully for the administration of medicine in school and will take advice/ carry out training where necessary. We are able to support children with feeding issues where recommended by the therapists and medical professionals. We have access to hoists for children who require hoist movements.

We promote independence and support children with their self-help skills. We have designated changing areas (including a hygiene room with shower facilities) where we can change children who are still in nappies and support parents with toilet training when appropriate for your child. We will also liaise with health professionals for additional advice and support.

What specialist services and expertise are available at or accessed by the school?

Our nursery is an SEND Hub with 21.6 FTE resourced provision places. Our SENCo is a qualified teacher with the National SENCo accreditation.

We have access to a wide range of specialist services and expertise. We work closely with agencies and there is good communication between services. These include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Consultant Paediatrician
- Educational Psychology Service
- Early Support Service
- The Portage Service
- Specialist Teacher Advisory Service
- Home Start
- Health Visitors

We provide a range of services for children with SEND and their families outside of the Nursery School provision.

The Nurture Parenting Course: This runs termly and is a relational programme which focuses on strengths, partnership and supporting personal power

Early Bird Course/ PACE: This is a course for parents who have children under five with autism spectrum condition. The course aims to run once a year. Applications are made as part of an information session held prior to the course starting.

Support Group: A weekly parent support group for families with young children with social communication difficulties. The programme of topics are relevant to parents in the group.

What training have the staff supporting SEND had or what training are they having?

The nursery school has a strong commitment to training and supporting staff in their work with children with Special Needs and Disabilities. We access training from a range of therapy services and outside agencies to ensure staff skills are relevant and regularly refreshed. We plan for five professional development days per year. This training reflects the current needs identified in the School Development Plan. At least one day is used for training in an area of SEND.

Staff have received training in a vast range of areas including Makaton, visual structures, Intensive Interaction, Special Time, speech and language development, visual and hearing impairment, physical disabilities, support strategies for children with Down Syndrome, behaviour management, PECS, Thomas Training, moving and handling, supporting play for children with neurodiversity, child protection and safeguarding. Medical training; e.g. tube feeding, oxygen and hoisting.

We are responsive to the needs of our children and will plan training for staff to meet the needs of the children in the cohort.

The nursery school staffing structure includes; a qualified teacher, an accredited SENCO, a qualified speech and language therapist, a range of qualified Early Years Practitioners (NNEB, NVQ 2, 3, 4, 5, 6, Foundation Degrees) and assistants. The majority of staff all have additional training and experience of working with children with SEND in an inclusive setting. There is an expectation that all new staff will engage in training to develop their knowledge and skill in the area of SEND.

How accessible is the nursery environment? (Indoors and Outdoors)

The centre is fully wheelchair accessible with a disabled toilet large enough to accommodate changing. There is a fully accessible hygiene room for children aged 0-3 years and for children aged 3-5 years. Nursery access is all on one level with ramps at specified fire exits. The environment has been adapted for children with visual and hearing impairments and for children with disabilities. Paths have been adapted outside to ensure all children can access areas such as the allotment and the forest. The children's toilet facilities are designed for a range of needs (including an adjustable changing table, washing facilities and hoist facilities). There is an adult accessible toilet.

There is a dedicated disabled parking bay in the car park. Specialist equipment such as chairs, standing frames, walkers are accessed via the therapy services in liaison with parents and nursery staff.

How are parents involved in the school? How can I get involved?

Before your child starts nursery, you will be offered a series of induction visits. These involve a stay and play session in your child's nursery area. You will meet the key person and Lead Practitioner, where your child will have a chance to become familiar with the nursery environment.

A home visit is arranged to meet you and your child prior to starting nursery. During the visit we will gather information about your child's likes/dislikes, abilities, strengths and weaknesses. It is also an opportunity for you to share any worries/concerns you may have. You will also be given a parent pack that contains general information about Haven, admission and consent forms which we will ask you to complete.

All children have a key person who is available to parents on a day-to-day basis to share their child's on-going experiences at nursery and at home and to discuss any concerns about their progress and wellbeing.

You and your family are welcome to attend meetings and events related to your child's education.

Questionnaires are distributed to all parents each year providing you with the opportunity to evaluate and comment on the nursery.

Our Governing Body has parent governor representatives.

How will the school prepare and support my child to join the school or transfer to a new setting?

When you have been offered a place at Haven, the Lead Practitioner/SENCo and key person will arrange a home visit prior to starting nursery. It is an opportunity for us to get to know your child and for you to share ideas about how best to support them. We can be flexible about how your child starts their sessions. Some children cope well with starting all their sessions straight away, others need a slower approach so we tailor it to suit individual needs. We find it works best when the child goes at their own pace and feels happy and secure in the new surroundings. The relationship with key staff is very important and vital to a good start.

We are very committed to making sure that when your child leaves us they have as smooth a transition to school as possible. For all children with SEND, we talk with you about what their needs are likely to be when they reach school age. We are happy to discuss what to look for when applying for a school place and support parents in visiting school if requested.

During the summer term we will arrange a meeting with; yourself, nursery staff, the receiving school and any professionals needed (e.g. Speech and Language Therapists) to share progress, strategies and the support needed to help the transition to school. This may be in the form of a Transition Partnership Agreement (TPA) with the school which forms a basis for their work with your child. For some children with complex needs, transition to

school may involve requesting support through an Education, Health and Care Assessment Plan. This may be because they will require a high level of support within mainstream school or because there is agreement that specialist provision may be appropriate.

Where possible, school staff visit children at Haven during the summer term. We are always willing to accommodate this and encourage schools to visit us as frequently as needed. This means that children can get to know their teachers of whom can see what they can do at nursery. We aim to share as much practical information as possible, so that the children can continue to be supported by successful strategies in their new school. We also provide practitioners from schools, to support children during transitions visit in their new school. This is something we discuss with parents prior to arranging. In addition to this we will support children settling in school in the Autumn term where needed and provide a range of training to schools.

Who can I contact for further information?

All staff are very happy to talk to you about how we can all best support your child and family. You may want to start by talking to someone you see regularly such as your child's key person or the Lead Practitioner. If they are not able to answer your questions, they will try to find someone who can!

If you would like to discuss the needs of your child, or any aspect of Haven, here are some useful contacts:

Ruth Vonk:	Headteacher
Kate Backaller:	SENDCo
Zoe Johnson:	Nursery Manager

All of the above can be contacted via the reception team on 01329 232095.

Kate Backaller can also be contacted at k.backaller@haven.hants.sch.uk

The Governing Body for the School are both actively involved in the provision for children and families. There is a Governor responsible for SEND, who has a role in ensuring that the school meets the needs of children with SEND. There is a clear process for complaints which can be accessed via the school office.

Information on where the local authority's local offer is published.

The offer from Haven Nursery School reflects the provision offered by the local authority. This information is available for parents on the local authority website - <http://www.hampshirelocaloffer.info>