

School Information Report

Lydalls Nursery School and Chameleon Club



These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

At Lydalls Nursery School and Chameleon Club we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

About our school

Lydalls Nursery School and Chameleon Club provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs;
this includes children who have speech, language and communication difficulties; including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCO) is the Headteacher Sarah Phillips. She can be contacted directly through the nursery or through our office email:

office.1017@lydalls-nurs.oxon.sch.uk

Our Deputy SENCO is Claire-Louise Hayward – She is a nursery nurse who supports the management of our SEN provision.

We have an allocated SEN Governor who can be contacted via the Clerk to the Governors on our office email:

office.1017@lydalls-nurs.oxon.sch.uk

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducati onandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundatio nYearsandPrimary.pdf>

How do we work with parents and children/young people?

We recognise and value parents/guardians as children's first and most enduring educators.

We will always contact parents if we have a concern that their child may have a special educational need and encourage parents to speak to us about any concerns they have.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through parent teacher interviews, SEN review meetings – where outcomes are agreed, reviewed (at least 3 times a year) and/or Behaviour Support Plans are agreed and reviewed, as well as informal, ongoing discussions before or after nursery sessions. If appropriate, we may also share and develop risk assessments with families to ensure children are able to safely enjoy their time at Lydalls.

There are also opportunities for parents to share their views and ideas on Tapestry, by writing feedback as part of the leavers report process and as part of our annual parent's questionnaire.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people, including those with a disability or those with SEN. You can find out more about how we adapt our curriculum through the following policies, available on our website or via the school office.

- Teaching and Learning Policy (Incorporating Assessment for Learning Policy)
- SEN Policy
- Equality Information and Objectives
- Accessibility Plan

Specific interventions or adaptations we use to support children include:

- SPIRALS– language development program.
- SEALs – supporting young children to develop the 'Social and Emotional Aspects of Learning'.
- PECS –The 'Picture Exchange Communication System' supports children with autism or those who have limited language to communicate non-verbally.
- SCERTS (Social Communication, Emotional Regulation, Transactional Support) model. An approach to supporting children with communication and interaction difficulties, particularly autism.
- Photo and picture cards are found throughout the nursery and are used to support children's understanding.
- Choice boards are used to help children express a preference and to broaden their play choices.
- Makaton Sign language.
- We have a sensory room, equipped with a range of therapeutic resources to support children with SEN.

What expertise can we offer?

Our Headteacher and SENCO Sarah Phillips is a qualified teacher who holds The National SENCO Award qualification.

Our Assistant SENCO Claire-Louise Hayward is a Nursery Nurse with extensive experience of supporting children with SEN.

Staff training is undertaken in various aspects of SEN according to the needs of the children, to ensure that the provision made and support given to children is appropriate and effective. The training needs of the staff are reviewed as part of the CDP process in school. Training may take the form of external courses on particular conditions such as autism, or is offered through in-house training run by the SENCO, Assistant SENCO or other specialists such as our Educational Psychologist.

Lydalls Nursery School is a fully inclusive school and has a long record of working with children with a range of SEN and Disabilities. Staff have particular expertise in working with children with SEN and supporting children who are experiencing a delay to their speech and language development. In addition we undertook Team Teach and Attachment training as a whole staff team during INSET days in the 2015-16 academic year. We review our Team Teach training every 3 years. Since our initial training we have imbedded Positive Handling Plans and Behaviour Communication Passports and have enhanced our work with children who present with a range of challenging behaviours. In January 2017, all staff participated in SCERTS training, during an INSET day. In January 2020 during an INSET day, all staff participated in training on Emotion Coaching, which is now embedded into our behaviour policy and practice. We work closely with other schools and settings to develop expertise and share knowledge and skills. 2 members of staff have qualifications in Makaton sign language. All staff know and use basic Makaton sign language.

We also have access to a range of specialist support services including:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Health Visitors
- Social services

Information about these services, and others, as well as what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

Progress is tracked through the use of SEN Development Journal Profiles. Group leaders update their key children's profiles throughout the year and pass on data three times a year (with additional entry data for new children), to be entered into our data-base. This data is then analysed and monitored throughout the year. In addition, group leaders use their knowledge of their key children and their Child Development Profiles to share any concerns, new strategies or new information with staff during our weekly staff briefing.

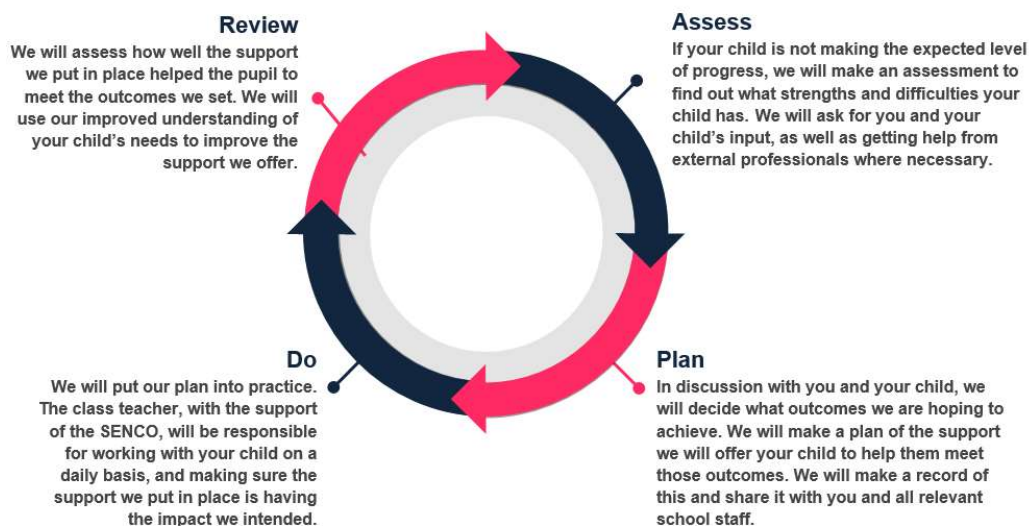
Additionally, for children with SEN, we regularly review progress towards agreed outcomes; assessing the difference the support that has been in place has made and planning what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

The school's SEN Governor meets with the Headteacher and SENCO Sarah Phillips, to monitor the effectiveness of provision made for children with SEN.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

What do we do to support the wellbeing of children/young people with SEN?

We carefully observe and listen to children and always seek to understand their opinion or view. The way in which we discuss this with children may take different forms, depending on their age and stage of development. For example, where a child may not be able to verbally contribute to discussions, we can use written and photographic observations of their interests, preferences, likes, dislikes, learning and development. Some children may be able to communicate their thoughts or preferences through choosing, discussing and/or sorting pictures or photos.

We also recognise that children communicate with us through their behaviour and carefully consider, in partnership with parents, why a child may be behaving in a certain way.

We use Wellbeing and Involvement monitoring when undertaking observations, as part of our daily practise.

We expect all children and adults within the nursery to behave respectfully towards others and do not tolerate any unkind or hurtful behaviour. For more information please see our Behaviour Policy – this can be found on our website:

<https://www.lydallsnurseryschool.co.uk/policies/>

Joining the school and moving on

Children are admitted to our school in line with our admissions policies, you can find these online here: <https://www.lydallsnurseryschool.co.uk/policies/>

We undertake welcome visits prior to children starting nursery wherever possible. As part of this visit group leaders (your child's key person) are able to discuss children's individual needs, including any Special Educational Needs (SEN) or disabilities.

All children must visit the nursery at least once with their parent(s)/guardian(s) prior to starting the nursery. We have daily open visiting hours - 9.30-10.30am and 1.30-2.30pm and encourage families to visit with their children as often as they would like once they have been offered a place at the nursery.

When a child with SEN or a disability is moving on to their next setting we:

- Support parents in visiting schools and understanding what choices are available to them.
- Liaise with the receiving school's Headteacher, SENCO teacher and TA when appropriate.
- Arrange extra school visits prior to entry, supported by nursery staff if necessary.
- Offer the opportunity for receiving staff to visit the child in nursery.
- Provide assessment and records for the receiving school.
- Review the child's Statement, or Education, Health and Care Plan as appropriate – inviting the receiving school.

What support is in place for looked-after and previously looked-after children with SEN?

The Sarah Phillips (Headteacher and SENCO) is also the designated teacher for looked-after children and previously looked-after children here.

She works with the Lydalls to team to make sure that all staff understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Who to contact

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the group leader. A meeting can be arranged, which may include the Headteacher (who is also the SENCO) and Deputy SENCO, to discuss the concern. Parents can request an appointment with the Headteacher directly.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the key person (group leader), Deputy SENCO or headteacher (who is also the SENCO). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on our website: <https://www.lydallsnurseryschool.co.uk/policies/>.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

Government guidance about complaints can be found on the Department for Education (DfE) website here: <https://www.gov.uk/complain-about-school>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

There is lots of useful information on our school website – you can find us here:

<http://www.lydallsnurseryschool.co.uk/>

SENDIASS Oxfordshire provides impartial information, advice and support to parents and carers of children with SEND, including mediation services.

Information about SENDIASS Oxfordshire can be found here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and->

[learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire](https://www.sendiass-oxfordshire.org.uk/learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire)

The SENDIASS Oxfordshire website can be found here: <https://www.sendiass-oxfordshire.org.uk/>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Reviewed: Summer 2023

Next review due: Summer 2024

Governors Authorisation

Signature _____ Date _____