



# Fairfield

Nursery School



## **Special Educational Needs (SEND) Report Academic Year 2022/2023**

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### **Introduction**

This SEND Information Report is part of the local offer for 2, 3 and 4 year olds who have Special Educational Needs and Disability (SEND). All governing bodies of maintained nursery schools have a legal duty to publish this information on their website, and to update annually or sooner if needed, about the implementation of the governing body's policy for pupils with SEND.

The information required is set out in the SEND Code of Practice January 2015, page 106-107, which can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **SEND provided for is as follows:**

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health and
- Sensory and Physical needs

### **SEND Policy (Updated Sept 22)**

Our policy includes identifying children with SEND and how their needs are planned for, met, reviewed and updated.

### **Statement of Intent:**

Governors and Staff at Fairfield are committed to meeting the needs of all children. This includes children with special educational needs (SEN), whether or not they have an Education and Health Care Plan (EHC). The Lancashire maintained nursery school admission criteria is always followed. This gives priority to children who have Special Educational Needs or disability. We regard children who have special educational needs as children who have special rights. Throughout the rest of this policy, this is how we will refer to children. Induction processes for children entail parents meetings, where pen portraits are

undertaken, all necessary professionals are contacted to ensure we can undertake any necessary training and put in place any health care plans. Parents will then visit with children to start the settling in process. Parents are able to stay for a little or as long as needed to ensure the child is happy. This is discussed between parents and key workers, SENCo and wider professionals.

Fairfield Nursery School will:

- Identify and provide for children who have special rights
- Work within the guidance provided in the SEND Code of Practice (2015)
- Ensure provision mapping to support children and practice in the school
- Provide support and advice for all staff working with children who have special rights
- Involve parents/carers within the graduated approach
- Engage with other professional agencies

### **Arrangements for consulting with Parents**

The school strives to work in partnership with parents. Parents will always be engaged in making decisions about the need to make special educational provision for their child. Parents are actively involved in the assessment process. The school speaks to parents daily sharing formative and summative assessments of children progress. Parents of children who are on the SEN register are consulted formally on a half termly basis. Key workers listen carefully to children's parents/carers, particularly when a parent or carer is expressing concerns about their child's development. Where a child is attaining significantly below the Early Outcomes phase typical for their age and progress is slow, a discussion with key worker, teacher, parents and SENCO takes place.

### **Arrangements for consulting children with SEND**

At Fairfield, listening to children's voices is a clear thread and integral to our work with all children. This is done through planning for the unique child, staff observe the children's interests and needs and make appropriate provision for these. From this Images of the Child inspired by the pre schools in Reggio Emilia are documented. Children's voices are clearly evident in these and both children and parents share the images.

### **Arrangements for assessing and reviewing children's progress towards Early Years Outcomes**

Teachers and keyworkers assess children termly.

Parents are involved in assessments and reviewing children's progress through assessment meetings, three times a year after Baseline assessments with parents, including the 2 year old check.

We use a range of assessment tools that currently include:

- Boxall Profile
- WellComm - speech and understanding assessment
- Early years SEND toolkit – Assessment, tracking and Target setting.
- Fairfield Nursery School curriculum

For some children we may seek advice from specialist teams. In our school we have access to specialist services through referrals made, this includes:

- Educational Psychologist.
- Specialist teaching team.
- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- Epilepsy nursing teams
- Child and family well being service for family support
- Health Visitor.
- Rainbows / Holly House – Child development centre.

### **Transition**

A pen portrait is completed detailing significant needs and interests specific to that child.

On entry parents spend time settling their child/ children in to nursery. This is done in partnership with parents to meet the needs of their child/ children.

When children leave nursery, the feeder setting is contacted by the school SENCO to arrange a transition meeting to discuss the specific needs of each child and to plan transition visits to the new setting. Arrangements are also made for the transferring of SEND files to ensure that new settings have all relevant paperwork and details of learning needs.

### **Approach to teaching and learning**

Fairfield believes that all children are entitled to an education that enables them to achieve their full potential and meet our Image of the Child. Targeted learning plans detail how all children are able to access the curriculum. Provision is tailored to their individual needs, including how the environment is set up and the deployment of staff. Some children who have more complex needs are based in a specific SEND provision. This space has been designed specifically to meet the needs of the children and has a higher staff ratio. During the nursery session they also spend time with the wider group of children in either the larger nursery classroom, outdoors or the forest area.

School staff have worked collaboratively on Making Children's Visible. The following statements describe how we would like to see children, what we see as being most important for our young learners.

### **A Communicator**

A child that is able to express themselves effectively in their own unique way, showing awareness of others.

### **Reflective**

A reflective child is one that has an awareness of self, is thoughtful and considerate. They are motivated to try again, find out more, and review their work and test ideas.

### **An Explorer**

A child, who is curious, fascinated and inspired by the world around them. They take risks and can be independent in their explorations.

### **Creative**

A child that embraces learning in a creative and imaginative way. They try different methods to problem solving using remarkable and interesting approaches.

### **Resilient**

A resilient child is confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations.

Each child identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Each child has a Targeted Learning Plan that reflects the above. This is reviewed and updated regularly (minimum half termly). These targeted plans are worked on daily and are shared with parents to work on at home.

### **Admission arrangements for children with additional needs**

The school recognises the importance and enormity of children separating from their parents on transition into nursery school. This can feel even more traumatic for children and parents when a child has additional needs. There is no time limit on how long parents are able to stay with their child in school.

Nursery school provides provision for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical needs.

Key workers play a very important role in this induction process. Prior to starting nursery school, with parents' permission we gather information from relevant professionals and consider how we can best meet the child's needs. Where specialist equipment is required we consult appropriate professionals such as Physiotherapists or Occupational Therapists. If a child has been receiving Portage, a Specialist Inclusion teacher supports their transition into nursery school.

### **SEND Children's Progress and effectiveness of provision**

Children's progress meetings take place each term. During these meetings teachers reflect on the effectiveness of the provision and meeting the needs of children with SEND. If children are not making progress, then actions are identified and followed to ensure the provision meets their needs.

### **SEND – Professional Development**

- The SENCo works within the specialist provision.
- The SENCo sits with the key workers to write the targeted learning plans.
- Specific training has been undertaken for meeting children's individual health needs.
- We use the graduated response SEND booklet shared with all staff and new parents to support the our next steps.
- Support from Speech and Language assistants modeling the plans they have put in place.
- Support from Visual impaired teacher, modeling the plans, strategies, and activities they have put in place.
- Support from teacher of the deaf, modeling the plans, strategies, and activities they have put in place.
- Team teach training.

### **Provision 2022-2023**

Total number of children on SEND register at the end of the year: 24

We have had a total of 13 children attending our SEND specific provision, which has been open in the mornings. This provision has supported children with extremely complex learning and medical conditions.

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory and Physical needs |
|-------------------------------|------------------------|-------------------------------------|----------------------------|
| 24                            | 20                     |                                     | 10                         |

(\* Note some children cross more than one area of specific need)

The nursery school has worked with the following professionals:

- Educational Psychologist
- Speech and Language Therapists and their assistants.
- Specialist Teaching team
- Visually impaired teacher
- Local Child Development Centre – Holly House Accrington and the Rainbow center Burnley.
- Occupational Therapists and their assistants.
- Physiotherapists and their assistants

This academic year there has been a change in the referral pathway for Speech and Language. There is now a weekly drop in session on Friday mornings that parents go along to with their child. Here they are seen by a therapist who then determines the supported needed. A report is filled in for them to bring to Nursery showing what support has been offered:

- Universal offer
- Targeted offer
- Specialist offer

If a specialist offer is needed they are then given a date to be seen in clinic, this has dramatically reduced the waiting list and is having a positive impact on the children.

The table bellows show the number of request to different services that where made within the academic year:

|  | <b>Number of referral made:</b> | <b>Number of children on role being supported by them:</b> |
|--|---------------------------------|--|
| <b>Portage:</b>                                  | 0                               | 4  |
| <b>Specialist Teacher:</b>                       | 8                               | 16   |
| <b>Additional Inclusion funding:</b>             | 10                              | 12   |
| <b>Physiotherapy:</b>                            | 0                               | 2  |
| <b>Occupational Therapy:</b>                     | 0                               | 4  |
| <b>Visual impaired teacher:</b>                  | 0                               | 2  |
| <b>Speech and Language:</b>                      | 28                              |  |
| <b>Educational Psychologist:</b>                 | 10                              | 9  |
| <b>Educational Health Care needs assessment:</b> | 4                               | 4  |

Transition meetings have been held in the summer term for eleven children who have additional needs to ensure a smooth transition into Primary School, phone conversations were had for others.

Children's language and understanding development has been assessed using WellComm and where language and children's understanding has been significantly below that typical for their age, TLP's have been implemented and in some cases, referrals to Speech and Language Therapists have been made.

**Additional Inclusion funding received and how this was used:**

|          | <b>Autumn 22</b> | <b>Spring 23</b> | <b>Summer 23</b> |
|----------|------------------|------------------|------------------|
| Child A: |                  | £888             | £962             |
| Child B: | £518             |                  |                  |
| Child C: | £1036            | £888             |                  |
| Child D: | £518             |                  |                  |
| Child E: |                  | £888             |                  |
| Child F: |                  | £444             | £962             |
| Child G: |                  | £444             | £962             |
| Child H: |                  |                  | £962             |

A total of 3 children receive top up funding associated with the Educational Health and Care plan:

|          | <b>Spring 23</b> | <b>Summer 23</b> |
|----------|------------------|------------------|
| Child 1: |                  | £3,488.72        |
| Child 2: |                  | £1494.65         |
| Child 3: | £757.16          | £1494.65         |

This funding was used to organise specific training by the local special school training all staff in Team teach. Additional funding has allowed us to have additional staff to support children within provision and to ensure all targets that have been set are carried out. It has allowed extra 1:1 time to be spent with children to model language and play skills. It has allowed us to pay for some of the staffing in the specialist provision to support our most complex needs children.

**Development Plans for 2023-2024**

All children to have access to the Fairfield Nursery Curriculum and these experiences are embedded in every day practice.

Further embed an inclusive approach to children accessing the forest school area.

To ensure provision maps are robust to meet individual children's needs.

**Arrangements for handling complaints**

Please refer to the school complaints policy that follows the Lancashire framework.

The school works hard to meet the needs of all children and parents. Should a parent be unhappy about the rights of their child being met they should initially talk to their key worker and class teacher. If the parent still feels unhappy, they should talk to the headteacher (Sacha Walker-Byrne).