



Moorlands Centre Nursery School

'Moorlands is at the heart of the community with the community at heart'

SEND Information Report 2018-19

At Moorlands Nursery School we strive to build strong relationships with all our children and families. We believe that these relationships form the foundations of communication, well-being and life-long learning. Some children may need additional or specialist support in order to achieve their full potential and the procedures for this are outlined in our SEND Information Report.

At Moorlands Nursery School we believe in achievement, ambition and progress for all children.

- **We aim to meet the needs of individual children through highly effective teaching and learning.**
- **There is an emphasis on early identification of needs through supportive and preventative strategies which open pathways to learning.**
- **We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, and a range of external services to ensure that any child with a special educational need or disability can access our provision and the whole curriculum that we offer, as fully as possible.**

We undertake a rigorous system of monitoring children's progress, supporting all areas of learning and development by opening pathways to learning.

1. How does Moorlands Nursery School know if children need extra help?

At Moorlands Nursery School children are identified as having Special Educational Needs (SEN) through a variety of ways including:

- Concerns raised by parents/carers
- Information gathered from 2 year check
- Liaison with child's previous setting
- Concerns raised by child's teacher/Key Person/SENCO (Special Educational Needs Coordinator)
- Concerns raised due to social or emotional difficulties which impact on development.
- Liaison with external professionals (e.g. Health Visitors, Speech Therapists, etc.)
- A medical diagnosis

- A child is not making the progress that we would anticipate against the Early Years Outcomes.

2. What should parents/carers do if they think that their child has special educational needs (SEND)?

For children already attending the Nursery School, the child's Key Person or teacher would be the first person to share your concerns with. The staff member will then discuss your concerns with the Headteacher/SENCO, Deb Spinks. The SENCO will meet with you to discuss your concerns further.

If you are considering sending your child to Moorlands Nursery School, please contact the Headteacher to arrange a time to visit the school and talk in more detail about your child's needs and individual requirements. office@moorlandsnurseryschool.co.uk 01908 679819

3. How will Moorlands Nursery School support my child?

Staff will monitor and assess your child's needs throughout their daily interactions and will ensure that parents/carers are informed regularly of any achievements or concerns that are noted.

Learning opportunities are planned by the staff team and are differentiated to meet the differing interests and needs of the cohort/individuals. Next steps are set for children and if necessary specific staff will be deployed to support children. We will, together with parents/carers, devise a Targeted Plan that will be used to ensure that the correct level of support is implemented.

The length of time for any interventions will be monitored and the plan will be reviewed regularly. Meetings with staff and parents/carers will be held to review the progress made.

Occasionally a pupil may need to be supported by a professional with expertise. (Speech Therapy, Educational Psychologist, Paediatrician etc.) A referral will be made with your consent. After assessment has taken place a range of strategies are usually provided to the school and parent/carers.

The Governing Board have entrusted the Head teacher, Deb Spinks to monitor Safeguarding and child protection procedures. The Headteacher is also responsible for the monitoring and administration of the Disclosure and Barring service procedures and the school's Single Central record (Staffing and Recruitment). The Governing Board ensure that the school is as inclusive as possible and that all children and staff are treated in an equitable manner. The Governing Board monitor statutory policies as defined by the DfE. Copies of these policies are available to view on the school website: www.moorlandsnurseryschool.co.uk

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

The EYFS document provides a statutory framework in which staff plan suitable activities, provide a wealth of appropriate resources and monitor children's progress.

Staff are skilled in observing children, noting their individual interests and supporting and teaching them in a way that develops these interests. This ensures that they develop a wealth of skills and make progress in their learning.

Staff will identify through assessment and observations, areas in which children may need additional support. Staff will ensure that appropriate support is provided through small group or individual interventions. Monitoring progress in these areas will support the setting of next steps.

If appropriate, resources and/or specialist equipment will be provided to support the children.

5. How will I know how well my child is doing and how will you help me to support my child?

We pride ourselves on the relationship that staff develop with parents and carers. We understand that this is vital to work together in partnership to support all children. Although we have regular formal meetings with parents to discuss progress we always ensure that any concerns that arise will be addressed promptly through informal meetings. Staff are always available at the start and end of the session to discuss ongoing concerns or to hear about and celebrate achievements.

We will hold more formal meetings to review the Targeted Plan and monitor progress. These will be held after a monitoring cycle (4 to 6 weeks for example) or to feedback from observations or meetings with outside agencies e.g. Speech and Language Therapist.

If external agencies/professionals are involved then meetings will be arranged for parents/carers to discuss information in more depth. Very often strategies are suggested that can be used both in Nursery and at home to support the child.

6. What support will there be for my child's overall well-being?

We believe that the relationships that young children develop with the adults who care for them are critical in supporting their emotional wellbeing. Parents are encouraged to share with the Key Person information about their child's interests, likes and dislikes.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is produced with support from a Health Visitor and relevant professionals in consultation with parents/carers. Plans are shared and discussed with all the staff who are involved with the pupil.

Staff receive epi-pen/ insulin injection training as and when needed.

If it is necessary to administer medication during a Nursery session, parents will be required to sign a medicines consent form to ensure the safety of both children and adults. All medication will be kept in a secure, locked cupboard.

All relevant staff have Paediatric first aid training.

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

The school has access to advice from the Inclusion and Intervention Team who are able to offer support and guidance to the staff and will visit and assess children in Nursery if appropriate / necessary. In addition to this a range of professional services are available to the school including Speech and Language Therapy and support from Medical Professionals.

8. What training are the staff supporting children and young people with SEND had or are having?

Different staff members have received training related to SEND. These have included:

- Supporting children with social and emotional needs
- Managing challenging behaviour
- Talking Partners training
- Diabetes training
- Epi-Pen training
- Training specific to Autism and Down Syndrome.

9. How will my child be included in activities outside the Nursery including school trips?

Activities and school trips are available to all children. Risk assessments are carried out and procedures put in place to enable all children to participate.

Risk assessments will always be developed and shared with the full involvement of parents and other professionals if necessary.

10. How accessible is the school environment?

At the school we are happy to discuss individual needs and specific access requirements. Facilities include:

- Wheelchair accessible building.
- Sloping ramp from pavement to Nursery door.
- Toilet facilities for disabled users.
- Allocated parking for badge holders.

11. How will the school prepare my child who needs extra support to join Moorlands Nursery School or transfer to a new school?

- On joining the school your child will be invited to visit to see the Nursery School environment and meet the staff. We can arrange additional visits for children who may need more support.
- We carry out a home visit to all children where there will be an opportunity to discuss with the staff any support that your child may require.
- Meetings with Head teacher/SENCO to discuss your child's needs prior to them starting Nursery
- Meetings/discussions arranged with professionals who have been involved prior to your child attending (Speech and Language etc.)
- When your child is due to move onto a new school we have a transition period that involves meetings with staff, parents/carers and if necessary professionals to discuss how best to meet the needs as your child makes the move to a new environment. We understand that this can be a difficult time for children and their parents/carers and we try to offer as much support as possible.

12. How are the schools resources allocated in order to meet the needs of individual children with special educational needs?

Many young children regardless or not if they have SEND will need support during their time in Nursery School. This is the nature of young children before they have developed many of the skills they will need in the future. In order to achieve this staff/ratios are as high as possible. However if we identify that extra support is needed then we can apply to the council for additional funding to support specific needs. If a child comes to us with an EHC plan (Education Health Care plan) in place then funding is automatic.

13. How is the decision made about how much support my child will receive?

These decisions are made in consultation with Headteacher (SENCO), Key Person and parents/carers. Decisions are based upon regular observations and assessments that feed into the next steps on the Targeted plan.

During the time in Nursery if a child does not make the progress expected despite the interventions and additional professional advice sought, then we can apply to the Local Authority for statutory assessment. This will always be done in consultation with parents/carers. If this assessment is approved then an EHC (Education Health Care plan) will be developed for the child.

14. Who can the parents/carers contact for further information?

If you wish to discuss your child's educational needs please contact the school to arrange a meeting with the Head teacher, Deb Spinks.

For information about the council's SEND local offer go to www.milton-keynes.gov.uk and follow the link to 'schools and lifelong learning' and click on Milton Keynes SEND local offer.

SEND Code of Practice 2014 available on www.gov.uk

EYFS documentation: www.gov.uk following the link to publications-

EYFS Statutory Framework effective from April 2017

Early Years Outcomes

MK Special Educational Needs and Disability Information and Advice Service (MK SEND IAS) offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.

mksendias@milton-keynes.gov.uk

MK SEND IAS - Tel: 01908 254518 9.30am – 4.30am

Civic Offices

1 Saxon Gate East

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