

## **Grasmere Nursery School Special Educational Needs Information Report 2022**

We believe passionately in the **importance of quality first teaching**, a **broad curriculum**, and **rich early experiences**, we provide an **inclusive, safe and caring environment**, and have **high expectations** of all in our school community.

Our overarching aim is to **provide a high-quality Early Years Education for all of our children**. Through this, we give a **solid foundation for a love of lifelong learning**. We constantly strive to enable each child to fulfil their full potential, to thrive within society, and to contribute their own skills and talents to the service of others. We believe that **"it takes a village to raise a child"** and to this end we work closely with our families, with other schools and service providers to give each child the best possible start in life.

This report outlines how we support children who require additional educational support. If you have any questions, please come and speak to the special educational needs and disability (SEND) team.

You can call us on 01582 593426 or email [admin@grasmere.nurseryluton.com](mailto:admin@grasmere.nurseryluton.com).

Further information is outlined in our Special Educational Needs and Disability policy (see website)

### **Special Educational Needs that are provided for at Grasmere Nursery School?**

Grasmere Nursery School is a 'resourced' nursery funded by Luton Borough Council. This means that we are funded for up to 20 places for children with severe and complex special education needs. This enables the school to offer a range of specialist resources for children attending the school. This includes children with:

- Physical
- Medical
- Learning/developmental difficulties
- Speech and language difficulties
- Any other need requiring additional educational support.

### **Who would you talk to if you had a concern about your child?**

If your child already attends Grasmere Nursery School the first point of contact is your class teacher or keyworker, the SEND team, the family worker or the Head teacher.

If we have concerns about a child, the Teacher/Room Lead or Keyworker will talk to the parent/carer in the first instance. If concerns persist, the SEND team will be notified, and they will discuss how the child can be best supported. All subsequent actions or referrals will be made in full consultation with the parents/carers.

## **Arrangements for supporting pupils moving between phases of education**

At Grasmere Nursery School we aim to provide support at each phase. When a child joins us we will gather information about them. This could be medical reports, information from the Special Educational Needs Service (SENS), previous nursery reports or any other information that will help us provide the best education.

We offer and arrange home visits for all children so that a key worker and a member of our team can meet the parents/carers and the children. Parents/Carers are welcome to come and take a tour of our school, and we also offer a virtual tour on our website. We work closely with parents/carers to help children settle into the nursery.

The SEN Team organises school visits to mainstream and specialist schools, which are attended by parents and school staff to assist families in making school placement decisions. To ensure a smooth transition, meetings are held with parents, Grasmere Nursery staff, and staff from the child's new school. A transition plan is created to inform the receiving school about the child's strengths and areas of need, and strategies/interventions/techniques used to support the child are shared. There are also planned visits to Grasmere Nursery to observe and meet the child, as well as to communicate with current staff.

## **The approach for teaching children with SEND and how adaptations are made within the curriculum and the environment.**

We are an inclusive nursery school; activities are planned and differentiated appropriately. We have staff who have expertise in teaching children with additional needs. All staff undergo continuous professional development, to ensure that we can build on best practice. In addition, we offer:

- A SENCO who is working towards the National Award for SEN Coordination.
- Early Years SEN Developmental profile for children requiring differentiated education.
- Whole team working. All staff are aware of and work with all children.
- Attention/language groups differentiated for our children's needs.
- Use of visual timetables, 'Now' and 'Next' and visual symbols.
- Sign language to support understanding.
- Picture/Object Exchange to support communication or objects of reference if initially required.
- Curiosity Boxes focused on children's interest.
- Shoe box tasks. (TEACCH program)
- Intensive Interaction.
- Sensory play such as, bubbles, shaving foam, food, paint, water and sand.
- Sensory Circuits.
- Areas of the school accessible by ramps.
- Nurture room.
- Sensory room.
- Quiet rooms.
- Rainbow provision including bespoke garden.
- Library with appropriate reading material including board and sensory books.

## Evaluating the effectiveness of provision made for children with SEND

Children who require additional support have an Individual Plan with targets set by their class teacher and SEND team with contributions from parents. These targets are carefully planned taking into account children's individual interests and needs.

Progress can be tracked using the Developmental Profile and provision is discussed and assessed through weekly SEN meetings. Outcomes for pupils with SEND are evaluated termly.

## Social and Emotional Support

We believe that, when a child feels **safe and valued**, they will be able to thrive. To this end, our provision is delivered by qualified and experienced teachers and educators, who focus on **building strong, trusting and knowledgeable relationships** with the children.

Every child in the school has a key worker to help the child to develop a secure attachment. Leuven wellbeing and involvement scales are used as part of our everyday assessment.

We use 'signs 4 behaviour' to reinforce positive behaviour strategies. Our care and conduct policy sets out how we celebrate the 'positives' and deal with unwanted behaviour in partnership with parents. This sometimes includes having behaviour plans in place for identified children.

## What other services can be provided to support to children with SEND?

Grasmere Nursery School works closely with many outside agencies these include:

- Special Educational Needs Service (SENS) to offer advice on how to best support and improve outcomes for children who need specialised education.
- Speech and Language Therapists – targeted language programmes to use at home and school.
- Educational Psychologist to observe children, compile reports that provide advice and support for school and parents.
- Assessment and Monitoring Officer in compiling Educational Health and Care Plans.
- Social Workers in supporting child at home, in the family setting. For some children this is 'Team around the Child', 'Children in Need' or 'Full Child Protection' orders.
- Occupational Health.
- Health Visitors supporting families in putting strategies in place at home.
- Dietician – working on food programmes with home and school.
- Child and Adolescent Mental Health Services (CAMHS)
- Luton Parent Carer Voice.

We work closely with services, which can offer support for the children and families who attend Grasmere Nursery School. Links to other professionals and agencies can be accessed through [Luton Borough Council's Local Offer](#)

Any enquiry about the provision made for children with SEND please contact the SENCo