

SEN Information Report

December 2018

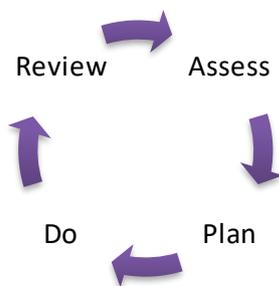
SENCO: *Ermina Kesedzic*

SEN Governor: *Shiraz*

Our Approach as a Nursery School and Children Centre:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners and parents. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *All practitioners / weekly / half termly / termly*

Plan: *All practitioners / weekly*

Do: *All practitioners / daily / weekly / monthly*

Review: *All practitioners / daily / weekly / half termly*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: SEN Policy-

https://www.stedmundsbradford.org.uk/files/documents/Inclusion_Policy_september_2018.pdf

As of September 2018, across our Nursery School and Children Centre we have:

18 children on Enhanced Provision places

4 of those children have an EHCP and 14 are on an Assessment Place

We have internal processes for monitoring quality of provision and assessment of need.

As **of September 2018**, across our Nursery School and Children Centre we have the following children range 1-3: (range 4 children are managed and monitored by the Enhanced Provision team.)

**17 children are not on enhanced provision places but are receiving an additional support.
(Range 2, 3 and 4)**

2 children with cochlear implant
4 children with hearing aid
3 children with global developmental delay

1 child with physical disability
1 child with diagnosed PICA
1 child recovering from cancer
1 child with albinism

4 children with significant communication and/or PSED needs (Oracy Plans)

There are 2 children with only Medical needs:

1 child with Arthrogryposis, a condition associated with the contractures at the joints

Speech and language	17
PSED	
Downs syndrome	0
Deaf / cochlear implant / hearing aids	6
physical	10
Medical	12

Some of the children fall into more than one category e.g. has medical need and speech and language need

We have internal processes for monitoring quality of provision and assessment of need.

Arrangements for monitoring and evaluation

The success of the School/Centre's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and SLT
- Analysis of child tracking data for individual children and for cohorts
- Progress data for children on the SEND register – range 4
- Monitoring of procedures and practice by the SEND governor
- School/Centre self-evaluation
- The governors' annual report to parents, which contains the required information about the implementation and success of the SEND policy
- The School/Centre's SEND review, which evaluates the success of the policy and sets new targets for development
- The School/Centre improvement plan, which is used for monitoring provision in the School
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

(reference: Assessment pathways and strategies used to assess)

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through :

Action/Event	Who's involved	Frequency
Better Together events	Families and staff	Once a Term + one training day a year
Open door policy	Families and staff	Every day

Staff development and Qualifications

SEND team consists of

1 Assistant Head / SENDcO

1 Senior SEND Officer

5 level 2 practitioners

This year, we have put in additional training – refer to staff training plan 2017 – 2019

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

School External Partnerships and Transition Plans

St Edmund's works closely with all outside agency involved with individual children.

Plan is put in place to support parents with Primary School applications and parents are accompanied by our staff when visiting prospective schools in order to make right decision for their children. Once children are allocated a place we liaise with Primary Schools to ensure smooth transition for the children from St Edmund's Nursery to Primary school.

Complaints

Arrangements for complaints

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher or key worker in the first instance.

Anyone who feels unable to talk to the teacher or key worker or is not satisfied with the teacher's or key worker's comments, should ask to speak to the SENCO.

For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion before session starts.

In the event of a formal complaint parents are advised to contact the Headteacher or a governor if they prefer.

The LEA Parent Partnership Service is available to offer advice.

This year we have 0 number of complaints that were dealt with following our schools' policies and procedures.

The above information has been updated on the 10th of December 2018