



ROTHESAY NURSERY SCHOOL

Special Educational Needs Information Report

September 2023

At Rothesay Nursery School we are committed to providing high quality education for all children inclusive of children who need additional educational support.

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.

We are:

Elizabeth Leer: Deputy Head Teacher/Special Educational Needs Coordinator (SENCO)

Clare Greatbatch: SEND Early Years Educator

Krystal Gillas and Makaela Impey: SEND Early Years Workers

Sadie Marwaha: SEND Administrator

Yvonne Janes: Family Worker

You can call us on 01582 726966 or email send@rothesay.nurseryluton.com

Further information is outlined in our Special Educational Needs and Disability policy (Appendix 1).

What Special Educational Needs are catered for at Rothesay Nursery School?

Rothesay Nursery School is an inclusive school that offers a range of additional resources/interventions to support children who have special educational needs and disabilities. Rothesay Nursery School is a 'resourced' nursery funded by Luton Borough Council. This enables the school to offer a range of specialist resources for children attending the school. We support children who have a variety of needs. These could include:

- 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?

You can call Rothesay Nursery School on 01582 726966 or email send@rothesay.nurseryluton.com

If your child already attends Rothesay Nursery School the first point of contact is your:

- child's Key Worker
- the Class Teacher
- a member of the SEND team
- the Deputy Head/ SENCO
- the Family Worker
- the Head Teacher

- Parents can talk to their child's Key Worker and our family worker at the start and end of every session.
- The Class Teacher and SENCO are usually available on a daily basis.

If we have any concerns about a child, we will discuss this with the parent carer in the first instance. If there continues to be concerns, then the SEND team will be notified and they will discuss how the child can be best supported. All further actions or referrals will be in full consultation with parents/carers.

Arrangements for supporting pupils moving between phases of education

At Rothesay 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 aim to arrange a home visit with all children so a key worker and member of our team can meet parents/carers and the children. All are welcome to visit us and have a tour of our school and we have a virtual tour via our website. We work closely with parents/carers to help settle children at school.

When it is time to move on to the next school we can help. We help with school applications and encourage school visits. We work with the child's next school to ensure a smooth transition. Staff from other schools are welcome to visit us to meet the children who are going to their school. Often children are invited to their new schools for a visit. Our Family Worker Yvonne Janes or a member of the SEND team can accompany you on visits to specialised schools.

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. We offer:

- A SENCO who has the National Award for SEN Coordination.
- Early Years Holistic SEN Assessment for children requiring differentiated education.
- A differentiated curriculum.
- Individual plans with targets shared with the parents.
- Robin Room a classroom which some children may access when providing their differentiated curriculum.
- 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.
- Choice boards
- Bespoke resources such as fascination boxes focussed on a child's interest or family picture books.
- Start and finish tasks
- Intensive Interaction.
- Identiplay a play-based intervention
- Sensory play such as, bubbles, shaving foam, food, paint, water and sand.
- Sensory based therapies
- Sensory room "Magic Room"
- Areas of the school accessible by ramps.
- Music room.
- Soft play room.
- SEND bathroom and shower.
- Clean room.
- 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 are given an Individual Plan with targets set by their key worker. These targets are worked on and reviewed daily, and graded if they are 'met, emerging or unsuccessful'. These targets are reviewed every week and shared with the parents.

Progress can be tracked using a differentiated Holistic Assessment. Provision is discussed and assessed through weekly SEN meetings and the outcomes for pupils with SEND are evaluated termly.

Social and Emotional Support

We have embraced 'Thrive' throughout our school to support the children's emotional development. This approach supports each child within the school.

We use 'signs4 behaviour' to reinforce positive behaviour strategies. Our behaviour policy sets out how we celebrate the 'positives' and deal with distressed behaviour in partnership with parents.

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

Rothesay 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.
- School Nurse, to offer advice for care plans and other health related needs.
- 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 Sensory Processing Therapist
- Physio Therapist
- 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)
- EPIC (Empowering Parents Influencing Change) – DfE funded parent carer forum

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

ROTHESAY NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The governing body of Rothesay Nursery School adopted this policy in November 2022.

1. INTRODUCTION

Rothesay Nursery School is an inclusive nursery and we are committed to providing high quality education for all children, regardless of need or disability.

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be read in conjunction with our SEND Information Report which can be found on our website: www.rothesaynursery.co.uk, which is also linked to the Luton Local Authority Local Offer.

2. AIMS AND OBJECTIVES

Rothesay Nursery School aims to provide an inclusive and supportive environment for all children (including those with SEND) and to give them meaningful access to our curriculum and assess using a Holistic SEND Profile. We aim to:

- Ensure that all pupils, whatever their SEND, receive appropriate educational provision, through a broad and balanced curriculum; that is relevant and differentiated, and demonstrates coherence and progression in learning.
- Ensure that a child with SEND gets the support they need.
- Identify the special educational needs of children as early as possible, ensuring these are assessed, planned and provided for and reviewed every week.
- Reduce barriers to learning and progress to enable every child to experience success.
- Enable children with SEND to engage in activities (differentiated for their needs), alongside pupils who do not have SEND. To ensure an inclusive school that makes reasonable adjustments for those with a disability.
- Identify the roles and responsibilities of all staff in providing for children's SEND.
- Work in partnership with parents/carers ensuring they are fully involved in the planning for their child.
- To keep parents/carers fully informed of their child's education.
- Work in partnership with outside agencies ensuring a multi-professional approach to meeting the needs of all vulnerable learners.

3. ROLES AND RESPONSIBILITIES

Governors

The Governing Body, in conjunction with the Headteacher and Special Educational Needs Co-ordinator (SENCO), is responsible for determining the policy and provision for pupils with SEND.

The Governing Body has appointed a SEND Governor (Alex Flegmann).

The Headteacher

The Headteacher, Janet Brownjohn is responsible for ensuring that there is a qualified teacher who is designated as SENCO.

The Headteacher, in conjunction with the Governing Body and SENCO, is responsible for determining the policy and provision for pupils with SEND.

The Headteacher works closely with the SENCO to ensure the implementation of this policy.

The Special Educational Needs Co-ordinator (SENCO)

Elizabeth Leer is the SENCO for Rothesay Nursery School and is supported by the SEND team; Early Years Educator, Clare Greatbatch; Early Years Workers Krystal Gillas/Makaela Impey and Administrator, Sadie Marwaha. In addition the Family Worker, Yvonne Janes, also works closely with the SEND team.

The SENCO is responsible for ensuring all practitioners in the nursery understand their responsibilities to children with SEND and the nursery's approach to identifying and meeting their needs.

The SENCO and SEND team advise and support colleagues.

The SENCO will ensure parents are closely involved and that their knowledge of their child informs any action taken by the nursery.

The SENCO and team are responsible for liaising with professionals outside the nursery.

Class Teachers/Class Leaders

The classroom leaders are responsible for ensuring that the needs of the children within their class are met; and that all children reach their full potential. They support and help plan for the key workers and staff to meet individual needs.

Key Workers

Key workers are responsible for providing appropriate targets for children who need additional educational support. They ensure that each child works on their personalised individual targets daily (Appendix 1). They continually assess how the children are progressing and adjust targets accordingly. They can draw on the SENCO and SEND team for advice on assessment and strategies to support the child's personalised individual plans.

Plans are assessed or reviewed every week, or sooner if the plan is not meeting the needs of the child.

Each plan must reflect:

- The child's attainment and progress.
- External advice.
- Parental Targets.

- Targets are Specific, Measurable, Achievable, Realistic and within a Time Frame.

Key workers support children who show signs of needing additional help by adapting existing practice. If this is not successful they will highlight their concerns to the SENCO. Early identification of additional needs is important. Any delay can give rise to a child's anxiety and subsequently to loss of self-esteem, frustration in learning and possible behaviour difficulties. Early action is critical to future progress and improved outcomes for each child. Thus supporting them for their next educational steps and for adult life.

Early Years Practitioners

Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the nursery environment, in line with this policy. They must be aware of the children with additional educational needs or a disability and must differentiate learning activities to include these children. They ensure all children experience quality education.

4. SEND INFORMATION AND ASSESSMENT

Information about a child's learning and development is collected before they start and during their time at Rothesay Nursery School. This aids early identification of a child's potential needs or difficulties. Sources of information can include:

- Parents/carers.
- Pre-schools and playgroups on setting/transition visits.
- Special Educational Needs Service.
- Health Service professionals.

All children are baselined within two weeks of starting nursery, to gain a clear picture of their strengths, interests and needs. 'Development Matters 2021' and our curriculum is used as a starting point to assess the child's development.

A step by step guide is followed for any child showing signs they may require additional educational support (Appendix 2). Some children may need their learning delivered in smaller steps and they will be assessed against a Holistic Profile, when appropriate, to ensure that children are able to make meaningful steps of progress.

5. WORKING WITH PARENTS

If children are identified as requiring extra support, this will be tailored to their circumstances. Parents are consulted at every stage and all documentation is shared. If a child requires an individual plan, parents are encouraged to set a target for their child.

The SEND team provide informal meetings for parents to ensure they have a forum to ask questions and seek further support.

We will accompany parents to meetings about their child and we will visit schools with them when possible.

If a child does receive additional support to meet their needs then a resourced place will be applied for to ensure that this support continues. If this support will continue to be needed in their next school then an EHCP will be applied for. We will work with and discuss each stage with parents.

6. OUR PROVISION

We are a resourced nursery and our provision includes:

- A SENCO who has the National Award for SEN Coordination.
- Early Years Holistic SEN Assessment for children requiring differentiated education.
- A differentiated curriculum.
- Individual plans with targets shared with the parents.
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Key to recording: ✓ = Successful
 E = Emerging
 O = Unsuccessful
 A = Absent
 S = Special Day e.g. celebration

Parent Review	
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ROTHESAY NURSERY SCHOOL

A guide for children with SEN or children who may need more intervention

Baseline (2 weeks after starting nursery) – be thinking will they need Holistic Profile? Possible referrals to other agencies such as: Speech and Language or the paediatric service (Edwin Lobo Centre)



Assessment (half termly) – are they below expectations? What is the best support?

An Individual Plan (IP) to be completed with three targets two from advice or next developmental steps and a target set by parents



Build up evidence/observations of the child. IP's reviewed, strategies used to move the child on. A resourced place applied for if required.



Educational Health and Care Plan Applied for if required.