



Special Educational
Needs
Information Report

Kingsdown
Nursery School

Our Vision:

At Kingsdown Nursery School, we are very proud of our children and their positive attitude towards each other and their learning. The children are helped to develop into confident and independent learners who are very well cared for and supported in all that they do. They enjoy a varied and well planned curriculum which excites them into always trying their best.

Children are always encouraged to build up their social skills through play. We believe that it is very important that all adults working within school are aware of the needs of our children.

In addition to our excellent relationships with our children, we also pride ourselves on our relationships with parents and carers. Our parents and carers are very supportive and their comments are always taken into account. The staff in our school have an open door policy whereby parents and carers are always able to come and discuss any concerns.

If you have concerns about your child either socially and emotionally or in terms of their development, then their teacher will be more than happy to discuss your worries. If additional support is required, the Special Educational Needs Co-ordinator (SENCo), Mrs Emma Lintin, will become involved and will offer support to you as parent/carer and will also support the teacher and child in writing appropriate targets. Emma can also arrange for external agencies to come into school to assess or work with your child (once you have given consent), if the needs of the child require this level of support. You will also be invited into school three times each year to meet with their teacher and/or the SENCo. Emma is always more than happy to meet with any parents or carers if they have concerns regardless of whether their child is on the Special Educational Needs register or not.

Our Vision:

We aspire to have motivated, thoughtful, happy children, parents/ carers and staff at our school. We work hard to achieve this aim.

The aim of this booklet is to outline the process of having initial concerns about your child right the way through to children with an Education Health Care Plan. If you have any additional questions then please do not hesitate to contact Emma on 01522 684335 or email:

emma.lintin@kingsdownnurseryschool.co.uk

Meet our team:



SENCO: Emma Lintin



Current SEND Governor: Melissa Prime

Question:	Answer
<p>How will the school prepare and support my child to join the school?</p>	<ul style="list-style-type: none"> • Parents/carers will be offered a home visit prior to your child starting school. We will arrange a visit to your home to meet your child and talk to you about Nursery. • The children will then have the opportunity to visit their new classrooms with their parent/carers to meet the staff and become familiar with the routines. • Our settling in period is flexible and works in consultation with parents/carers to meet the needs of individual children.

Question:	Answer
<p>What should I do if I think my child has special educational needs and/or disabilities (SEND)?</p>	<ul style="list-style-type: none"> • Firstly speak to your child's teacher—this could be once your child has started school or before. • A plan of action will be decided between you and their teacher. • A meeting will then be held with you, their teacher and the Special Educational Needs Coordinator (SENCo) where the entire process will be discussed so that you feel confident and happy with your child being placed on the Special Educational Needs register.
<p>How will the school respond to my concern?</p>	<ul style="list-style-type: none"> • An observation of your child (by the SENCo) will be carried out to help inform targets. These targets will be reviewed three times each year. These targets will be written in a child centred way and will also be shared with you. • The teacher and the SENCo will then discuss the issues raised at the meeting with you and the most appropriate course of action. • If necessary a referral may be made (with your permission) to an external agency (who will be a specialist in one area) and they will carry out an assessment on your child. Highly personalised targets will be provided by the person carrying out the assessment. • Your child's assessment data may also be looked at in detail by the teacher and the SENCo.

Question	Answer
<p>What will school do to support my child?</p>	<p>Collaboratively your child's targets will be set and their progress monitored by their teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">ASSESS</p> <p>This could be through formal data collection from: EYFS assessments Agency assessments, this could be informal through: Observations over time Agency observations</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">REVIEW</p> <p>Targets will be reviewed, every term with the children. Parents will be invited in for reviews three times in an academic year, but please feel free to contact your teacher at any time. The reviews will evaluate: Progress against the targets Deciding which strategies were successful and not successful Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets? Pupil voice</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">DO</p> <p>Using a range of different strategies to help your child to achieve their targets. This intervention could include: <u>In class support</u> – teachers, additional adults or peers to support with following instructions, completing tasks. <u>Small group</u> – may be inside or outside the class, useful in developing working relationships. <u>1:1 support</u> – may be in class or outside, may be used for more individualised targets, reading, speech and language etc. <u>Agency support</u> – usually done on 1:1 basis with a specialist in the field</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">PLAN</p> <p>Smart targets are created using information collected in the ASSESS part. These could be using EYFS levels. Academic targets could include:</p> <ul style="list-style-type: none"> Speaking (pronunciation, understanding and using vocabulary) Listening (understanding and following instructions) Interacting and working with others (working in groups) Independence and Organisation (gathering information, working with limited adult support) Attention (focusing on a task) </div> </div>

Question	Answer
What will school do to support my child?	<p>Targets will be set for your child by the teacher alongside the SENCo. The teacher and teaching assistants will support your child with their targets or sometimes external people will come into school to support or assess your child with your permission.</p> <p>The process for supporting our children is based on the model of "Assess, Plan, Do, Review". Therefore children's targets will be set based on an assessment, the learning will be carried out and then reviewed at an SEND meeting three times a year. This is a continuous cycle of assessing where children are at against the Early Years Foundation Stage (EYFS) milestones. This is in line with the Special Educational Needs Code of Practice.</p> <p>There are four areas of Special Educational Needs: Cognition and Learning, Physical and Sensory, Communication and Interaction and Social, Emotional and Mental Health, your child's targets will be based around one or more of these areas.</p>

Question	Answer
Who will support my child in school?	All staff at Kingsdown Nursery School are qualified Teachers, Teaching Assistants and Early Years Practitioners. Many people may be involved in providing support for your child. These may include:
Who?	How and Why?
Teachers	The teacher will carry out assessments of your child and will set targets based on the needs of your child. They are ultimately responsible for ensuring that intervention is provided and for monitoring the effectiveness of the intervention.
SENCo (Emma Lintin)	Supporting teachers with effective target setting and leading review meetings and completing relevant paperwork. Monitoring how effective the support/ intervention is. Completing referral forms for external agency support, compiling evidence for paediatrician referrals and arranging meetings with the agencies and the parents/carers and child. Writing Education Health Care Plan Needs Assessment Requests where required. Adding written records and evidence to your child's SEND folder.
Teaching Assistants/ Early Years Practitioners	Carrying out day to day support within the classroom either in small groups or one to one. They may also organise additional interventions for children where necessary.
Apprentices	Carrying out day to day support within the classroom with all children, working within ratio, whilst learning on the job. Apprentices follow a programme of Early Years development and have regular assessments throughout the year.
Midday Supervisors	Providing support for monitoring and supporting the personal, social and emotional needs of your child through play over the lunchtime period.
External agency support	Please see further on for details of our external support. Completing detailed assessments of your child which then feed into their targets. Attending review meetings where possible and supporting school with next steps for your child.
SEND Governor (Melissa Prime)	Overseeing the provision of SEND within school by carrying out learning walks with the SENCo and attending review meetings wherever possible. Reporting to the governing body about the progress of SEND.

Question	Answer		
<p>What training and experience do staff have for the additional support of my child's needs?</p>	<p style="text-align: center;"><u>Who?</u></p> <p>Laura Cook (Executive Head Teacher)</p> <p>Diane Ingham (Deputy Head)</p> <p>Kate Hodge</p> <p>Emma Lintin (SENCo)</p> <p>Teachers</p> <p>Teaching Assistants (TA) both classroom based and personalised support.</p> <p>Early Years Practitioners</p>	<p style="text-align: center;"><u>What training?</u></p> <p>Designated Safeguarding Lead</p> <p>NPQH</p> <p>Designated Safeguarding Lead</p> <p>Child protection, attends Team Around the Child, Child in Need meetings or Child Protection meetings</p> <p>Assessment</p> <p>Co-ordinator</p> <p>Deputy Safeguarding Lead</p> <p>National SENCo Award (Masters level)</p> <p>Qualified Mental Health First Aider</p> <p>Autism Awareness tier 2 trained</p> <p>Qualified teachers</p> <p>The training undertaken by our Teaching Assistants/Early Years Practitioners is highly extensive and varied dependent on each TA./Practitioner.</p>	<p style="text-align: center;"><u>Intervention experience</u></p> <p>The majority of staff have had training in:</p> <p>Attachment training</p> <p>ELKAN</p> <p>Makaton</p> <p>Paediatric First Aid</p> <p>In The Moment Planning</p> <p>Talk Time</p> <p>Speech and Language</p> <p>SEND training</p> <p>Social and emotional group work</p> <p>Closing the Word Gap</p>

Question	Answer
Who else might be involved in supporting	A wide range of external support agencies may be involved with your child including any of the following. You will always be asked to give consent in writing before an external agency can work with your child.

Who?	Agency	Support Available
Educational Psychologist	The Educational Psychology Team	Assessment for learning, personal, social and emotional needs through observations and activities. Support of teachers with target setting. Attending annual reviews.
EYCC Specialist Teacher	Early Years and Childcare Support Team	Offering support for settings and giving advice for SEND Profiles/Education Health Care Plan Needs Assessment Requests. They may also observe your child to gain a full picture of them.
Behaviour Support workers	Behaviour Outreach Support Service (BOSS)	Observations, discussion and 1:1 support with children with personal, social and emotional difficulties. Support for staff with target setting and attending annual reviews in particular where transition is an issue.
	Speech and Language Therapy	Assessment of speech difficulties and language acquisition and programmes of support written. Nursery acknowledge that following Covid-19, some children's speech and language may be delayed due to a lack of socialisation.
Adele Sheriff	Working Together Team	Observations to support children with social communication difficulties including those with Autism or Social Communication differences. Support with target setting. Staff and parent training.
	Teacher of the Hearing Impaired	Providing learning opportunities and support for children who are registered deaf.
	Sensory Education and Support Team	Providing support at school or home for children with sensory impairments.
	Health Visitors	School can ask for support from the Health Visitor team if your child has a medical need which requires support.

Question	Answer
<p>Who else might be involved in supporting my child?</p>	<p>We can also make referrals to:</p> <ul style="list-style-type: none"> • Paediatricians – if appropriate • Early Help Assessments /Team Around the Child (TAC)/ Child in Need (CiN) or Child Protection • Early Help Workers (to support with issues impacting on your child and the family) • Healthy Minds
<p>What support will there be for my child's emotional and social well-being?</p>	<ul style="list-style-type: none"> • Teachers, Teaching Assistants, Early Years Practitioners and Apprentices pride themselves on their relationships with the children in order to support their emotional and social needs. • There is a clear behaviour policy in place which all adults in school adhere to so that the expectation of behaviour is consistent. • Social and emotional development can be assessed within school and the appropriate intervention can be offered to children. We also offer the use of social stories to support children who find social situations difficult. • Talk time plays an important part of our learning as it encourages all children to speak and listen alongside taking turns. • All child protection issues are reported to Kate Marnoch (Head Teacher).

Question	Answer
<p>What support will there be for my child's medical needs?</p>	<p><u>Medical needs</u></p> <ul style="list-style-type: none"> • If your child has a specific medical need then please let the office staff know via your admission form, it may be appropriate to also share information with the teacher or SENCo so that arrangements can be made • If a healthcare plan is needed then one can be written to inform all of the staff of the specifics of the condition and what support is needed. You will be asked to contribute information to this form and then it will be signed by yourself and the Headteacher on behalf of the school. • If your child requires medication then you will need to complete the necessary paperwork at the office and then the medicine will be stored securely within the setting.

Question	Answer
<p>What support will there be for my child's emotional and social well-being?</p>	<p><u>Support for behaviour (including attendance and exclusion):</u></p> <p>If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process:</p> <div data-bbox="746 730 1254 1133" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>ASSESS</u></p> <p>Your child will be observed firstly by the SENCo to understand the nature of the difficulty, e.g. attention, anxiety, aggression. Discussions with the teacher will support the setting of individual targets. Sometimes, in addition to the above, agency support will be requested if appropriate (generally BOSS or the Educational Psychologist) to support with target setting and strategies.</p> </div> <div data-bbox="687 1144 1254 1451" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>PLAN</u></p> <p>A specific target that is a priority need for your child based on the observations e.g. reduce verbal and physical outbursts at break times. The plan will include triggers for the difficulties; strategies to use with your child; actions of your child and the reactions of the adults. Targets will be created with parents and the pupil.</p> </div> <div data-bbox="357 1070 695 1308" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>DO</u></p> <p>Put interventions in place that are shared and taken on board by all adults involved (including specific language to be used/ not used).</p> </div> <div data-bbox="352 813 743 1050" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>REVIEW</u></p> <p>Progress will be reviewed against the target after 6-8 weeks with pupils, parents and the adults involved (including agency support where appropriate). Next steps will be agreed.</p> </div> <p>If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps and a Pastoral Support Plan (PSP) will be written by the SENCo and teacher.</p> <p>Family support, with the provision of Team Around the Child (TAC), maybe offered to support the child and family.</p>

Question	Answer
<p>How will my child be involved in the process and be able to contribute their views?</p>	<p><u>Review meetings:</u> When appropriate, given the age and stage of a child's development, before the review meetings, your child will be asked by their teacher or a supporting adult for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next. Where appropriate children will be invited to the end of a review meeting to include the voice of the child. The children's Learning Journeys are often shared with them.</p> <p><u>Continuity of staff:</u> Whenever possible, your child will be supported by the same adults so they can develop an effective relationship</p> <p><u>On-going recording of views:</u> Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.</p> <p><u>Use of social stories:</u> These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, e.g. anxieties about coming to school, acceptable behaviour on the playground</p> <p><u>Social and emotional awareness:</u> Personal, Social and Emotional Development is a prime area of the Early Years curriculum and all children are fully supported with this.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>If your child has SEND then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure that we use a range of different strategies to support your child's learning.</p>

Question	Answer
<p>How will the curriculum be matched to my child's needs continued?</p>	<ul style="list-style-type: none"> • In Nursery, the children are taught using a curriculum called 'The Early Years Foundation Stage'. This is a differentiated curriculum where children are taught according to their needs of development. There are opportunities for all children to learn through all types of learning including visual, auditory or kinaesthetic/doing. • Specific resources and strategies will be used to support your child individually and/or in groups. • Use of visual aids e.g. kinaesthetic, visual timetables; displays. • Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject. • Specially trained support staff can implement the teachers modified/ adapted planning to support the needs of your child where necessary. <p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are differentiated to enable your child to access their learning as independently as possible.</p>
<p>What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teacher. • Their progress is reviewed formally every term and will be assessed against the EYFS as appropriate. This assesses your child for a wide variety of areas including Knowledge and Understanding of the World, Physical Development, Listening and Attention amongst others. • There are also regular parents/carers meetings where children's achievements are discussed and Learning Journeys shared. These may happen face to face, by telephone or email.

Question	Answer
<p>What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?</p>	<ul style="list-style-type: none"> • Children on the SEND register will have a review of their individual targets and progress three times over the year. If your child has an external agency involved with them then the SENCo will lead the review meeting along with the teacher or head teacher. • Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact the office to arrange a mutually convenient time.
<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • All children are assessed throughout their time at Kingsdown. They are assessed using a range of information gathered through observations/work/ involvement in activities and information from parents/ carers. We use an electronic tracking tool which gives clear data about each child's progress. • Their attainment is measured against the curriculum and in all seven areas of learning (Prime areas: Personal, Social, Emotional development, Communication and Language development and Physical development. Specific areas: Mathematics, Literacy, Understanding of the World and Expressive Arts and Design). • Children are observed during activities and their progress is tracked over the year. Nursery staff take photographs of the children during their learning which are kept in Learning Journeys and form a record of their achievements.

Question	Answer
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We use educational visits to enhance the learning in the classroom and make it 'come to life', we are a highly inclusive learning environment. We endeavour to include your child on visits, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.</p> <p>We offer a breakfast club, lunch club and after school provision to support parents with their needs for their child.</p>
<p>How accessible is the school environment and what arrangements will be put in place if my child has a physical disability?</p>	<p>Our school prides itself on our inclusion for all children both academically and environmentally. We will work closely with parents/carers and their children to ensure that reasonable adjustment and due regard to all children's needs both physically and emotionally have been met. The curriculum is accessible to all children and our ultimate aim is to create an inclusive learning environment where all barriers to effective learning are removed.</p> <p>Children with a physical disability will be admitted to the school as per the school's admission policy. However, considerations and adjustments will be made where needed.</p> <p>To support your child in accessing the school facilities we have:</p> <p>Our school is on one level and has easy access in and out of the building and is therefore easily accessible by wheelchair users</p> <p>Disabled toilets</p> <p>Support to communicate with English as an additional language</p> <p>Access to IT equipment (including iPads)</p>

Question	Answer
<p>How will the school prepare and support my child moving to the next school?</p>	<p>Transition between schools involves:</p> <ul style="list-style-type: none"> • Primary school staff are invited to come into Kingsdown during your child's last term with us. • Sharing of information between schools (including paperwork, profiles and successful strategies). • New school visits where your child will meet their new teacher. • Extra transitional visits to new schools for children who need it. • The SENCo has a transition meeting with the next school to outline the needs of each child and parent/ carers are also invited to attend this final SEND meeting.

Question	Answer
<p>How will I be involved in supporting my child?</p>	<p>Targets are shared with parents/carers with ideas of how to support your child at home and suggestions are made on your child's Learning Passport for how to help your child at home. Staff are always available to talk through your child's SEND Profile if needed.</p> <p>Parents/carers are given a lot of practical ways to support their child's development in school and at home. We often give parents/carers:</p> <ul style="list-style-type: none"> • Games for developing memory, attention and focus • Useful websites and apps • Strategies for developing a love of reading, e.g. sharing books on a regular basis with your child, encouraging your child to turn the pages and talk about the pictures • Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies • Forms to complete to support referrals to paediatricians <p>Parents/carers are always encouraged to support within school in a variety of ways.</p>

Question	Answer	
How can I access support for myself and my family?	Our SENCo and Head teacher are always happy to talk with any parents or carers who have concerns regarding their child or themselves.	
Organisation	Telephone	Website/Email
Lincolnshire County Council Local Offer for SEND and Family Services Directory	01522 782030	SEND Local Offer – Lincolnshire County Council
Lincolnshire Children's Services	01522 782111	Safeguarding – Lincolnshire County Council
Liaise can offer free, confidential and impartial advice on most SEN concerns	0800 1951635	SEND Local Offer – Lincolnshire County Council and search for Liaise
The Parent Carer Forum work alongside the Local Authority but can be contacted for any SEN advice as a parent/carer	07925 232466	LPCF Home (lincspcf.org.uk)
Ipsa offer free and independent legally based information, advice and support for children with SEN	01799 582030	(IPSEA) Independent Provider of Special Education Advice
Parents and Autistic Children Together is a support group for families who have a child with Autism, there is no website as they prefer to discuss each case individually		Parents and Autistic Children Together – PAACT (paactsupport.com)
Lincolnshire ADHD Support Group		ADHD Lincs
Family Action	01522 69010	Family Action, Building stronger families (family-action.org.uk)

Question	Answer
Who can I contact for further information?	<p>If you require any further help or support, please contact:</p> <ul style="list-style-type: none">• Your child's teacher as first point of contact.• Or you can contact Emma (SENCo) on 01522 684335 or by email on emma.lintin@kingsdownnurseryschool.co.uk• You can also contact our Deputy Head Teacher: Diane Ingham on 01522 684335 or by email on enquiries@kingsdownnurseryschool.co.uk