



# Alice Model Nursery School

## SEND Information Report 2024-2025

### HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

#### **Our vision and how we hope to achieve it:**

We believe that all children have a common entitlement to a broad and balanced curriculum as set out in the Early Years Foundation Stage.

We believe that all children should be equally valued in school and we will endeavour to remove barriers that prevent all children from making the progress they are capable of. We aim to meet the needs of local children with special needs within our early year's school setting wherever and whenever appropriate.

Our partnership with parents is a crucial part of our school ethos including special educational needs provision. It is our intention that parents are fully informed and involved in their child's learning, including those parents who have children with special educational needs or a disability.

This Information Report explains the principles and practice at Alice Model Nursery School in line with national and Local Authority guidelines. It describes the way we meet the needs of children who experience barriers to their learning. It demonstrates our recognition that children learn at different rates and that there are many factors that may affect achievement. It complies with current legislation and is based on the requirements of the Revised SEN Special Educational Needs Code of Practice 2015.

#### **Type of school we are:**

Alice Model Nursery School is an inclusive setting with a community that reflects the school's locality and where the learning of every child matters. We cater for children from the age of two to rising five, covering the Early Years Foundation Stage.

**Our Ofsted rating:** Outstanding: 2010, 2012, 2017, 2021.

*'Staff are particularly effective at identifying and supporting children with special educational needs and/or disabilities (SEND).'*

**Ofsted 2021.**

#### **How we give children a voice:**

We use the term 'listening' to mean valuing and responding to children's thoughts, ideas and feelings, offering genuine choice and involving them in decisions that affect their daily lives.

As babies and young children communicate and express themselves in many different ways, 'listening' is meant in its broadest sense and includes observation and response to children's sounds and body language.

**How we know if a child/young person has special educational needs:**

**EARLY IDENTIFICATION  
CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION**

We may be given information about a child who has SEND by parents or outside agencies prior to admission. If a child known to have SEND such that special arrangements will need to be made for them is due to be admitted, we will link with their family/previous setting to ensure a smooth transition. The SENDCo and key worker, or other member of the team, will visit the child at home and families are also encouraged to attend our Wednesday morning 'Stay-and-Play' sessions prior to admission. The voice of the parent/carer will be vital, and we will use the information provided by the parent/carer, in conjunction with other agencies where relevant, to plan for a smooth transition, to maintain and further ensure rapid progress for the child. The key worker from any previous playgroup will be invited to the nursery to help with planning. A pre-admission TAC meeting will be held with parents and all professionals involved so that arrangements can be in place when the child starts nursery. If necessary pre-admission visits for the child will be arranged. The SENDCo will strive to gather all relevant information from other agencies when there is a known difficulty before admission.

**IDENTIFYING SEND AFTER ADMISSION**

Other children with SEND may not be identified until they start at nursery. It is crucial that there are systems in place so that all staff can be involved in the identification of children who may be in need of extra support. All children are assessed in the Prime Areas of learning, (Personal, Social and Emotional; Communication and Language; Physical Development), as well as in Literacy and Maths, during the first two weeks in nursery. It may be evident that a child needs support quite quickly, particularly in the Prime Areas of learning. Other difficulties may not become evident until later and so the staff observe and monitor children all the time. We make allowances for the fact that some children find the separation process during settling in quite difficult and we monitor our new children to ensure they are settling in effectively.

**PARTNERSHIP WITH PARENTS**

What parent/carers can do:

Should a parent/carer have any concerns regarding their child's educational development they are supported in the following ways:

- An informal meeting with their child's keyworker to discuss concerns and agree strategies at school and at home.
- Formulation of an individualized action plan with a review date, with agreed priorities between the parent/carer and school.
- Discussion with SENDCo the possibility of accessing support from outside agencies.

**What the school does to further support parent/carer engagement:**

We consider this to be a crucial part of our provision. We understand that parents are their child's first educators and are experts about their child's interests and needs. Through the key worker system we have informal daily contact with parents/carers. As soon as we have

any concerns about any aspect of a child's development, we will discuss this with parents/carers to decide how the child can best be supported in school and at home. Parents/carers will actively contribute to children's learning priorities and contribute to such priorities at home. If the Educational Psychologist or any other agency needs to be involved, parents/carers need to give their permission for referrals to be made. Should at any stage the family of a child with SEND wish to have support, the SENDCo will arrange this through the Parent's Advisory Centre, or inform them of local support groups. Parents will be involved at review meetings and consulted through all stages. We will work together with the parents/carers to help plan the next stages for their child. The SENDCo can facilitate visits to other settings and schools so that parents can make fully informed choices, should this be necessary.

**What we do to help children with Special Educational Needs and Disabilities:**

Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision the child's needs and the effectiveness of the provision will be reviewed, and then the next steps planned for. These could include the removal of support, support maintained at the same level, or the provision moving to the next level.

- The first wave of support will be through our differentiated provision involving class teams, bilingual support and the whole school staff. This includes a balance of adult directed and child initiated play, as well as learning which is based on a 'multi-sensory approach'.

The second wave involves more focused intervention and regular input by school support staff in partnership with the family; this includes the following:

- Language groups: development of children speaking in sentences, listening and responding.
- Language trips: development of confidence, communication and self-esteem.
- Music interaction groups: focus on listening, enjoyment, labelling and repetition.

At this stage we may, in consultation with families, apply for Special Educational Needs Inclusion Funding (SENIF), which allows us to provide additional support/resources to enable a child to make progress.

The third wave involves the Educational Psychologist and outside agencies in making provision to meet the child's needs in partnership with the family. This may involve:

- An Educational Psychologist speaking to the parent/carer about their thoughts regarding their child as well as observing their child at school or at home. Lastly agreeing priorities and strategies with the parent/carer, school and Educational Psychologist.
- Other professionals or agencies may also be involved such as Speech and Language Therapy (SaLT), Occupational Therapy (OT), Community and Adult Mental Health Service (CAMHS) and Child Development Team (CDT).

Should the child have persistent difficulties such that their needs cannot be met through the above levels of additional SEND support, then the child will be referred to the LEA for a statutory assessment, with the aim of achieving an Education, Health and Care Plan.

**Staff roles and Responsibilities:**

We have a range of roles to support all children in their educational development. Teachers, Nursery Nurses and Teaching Assistants all work alongside each other to enhance the outcomes for all our children.

All staff work with all children at Alice Model Nursery School; however we do provide additional support in the following ways:

- Special Educational Needs Teaching Assistant to support identified children in addressing agreed priorities.
- The school has a designated Special Educational Needs Co-ordinator who oversees the provision and effectiveness of all strategies for all children with SEND.

**The school ensures its procedures are effective by the following:**

- All strategies are related to children's learning.
- There are regular evaluations of children's learning with both the parent/carer and practitioner concerned, such as reviewing individualized learning priorities.
- The SENDCo has review meetings with staff on a termly basis.
- The Headteacher has progress meetings with all staff on a termly basis.
- The school has a structure for discussing children on a daily basis, which enables it to further reflect and modify any strategies in place with the aim of enhancing outcomes.
- There are weekly planning and review meetings between key practitioners to maintain the momentum of learning.

**How we adapt our teaching for children with special educational needs:**

We adapt our teaching in the following ways:

- Use of observations, parent/carer knowledge and, where appropriate, outside professionals to identify possible strategies to be utilised.
- Modifying the learning environment to meet the needs of the child (see Provision Map).
- A significant focus on 'active learning'.
- A recognition of using a 'multi-sensory' approach.

The school's approach to differentiation is seeing every child as an individual and as such every child has a personalised educational plan to determine next steps/targets.

Both the above and personalised educational plan helps all children by providing the means to assess as to whether children are making substantive progress and therefore continue to learn rapidly.

**How we decide what resources we can give to a child with special educational needs:**

The school has an allocated budget to support all children with special educational needs. Further funding is accessed via the Education, Health and Care Plans. Governors and the Headteacher determine how that money is spent at Alice Model in order to bring about best outcomes for our children. The allocated money for SEND is invested across the curriculum. Monies from any EHCP will be used specifically to support specific children in a range of ways such as: TA support, specialist teacher input and/or resources. Decisions are made by the Leadership Team to determine how much support is provided for children with complex SEND, who have not received an EHCP. For children with an EHCP, the school adheres to the stipulation within the documentation.

All the above is done in active participation with the parent/carer concerned.

The impact of resources being allocated to a child or group of children is determined by the school's review procedures as outlined previously.

**How we check that a child is making progress and how we keep parents informed:**

All children have a personalised education plan to determine their next steps/targets; on a termly basis the practitioner, parent and where relevant the child will attend a review meeting to discuss progress and identification of new priorities. For children identified as having SEND, meetings will be carried out half-termly. Learning priorities are jointly agreed between the parent/carer and practitioner, furthermore, there are also agreed strategies and action points for the parent to do at home, in addition to what the school is doing.

Practitioners will share information regarding the child's progress with the parent/carer, which will include: observations, special books, and displays. The school very much welcomes contributions from the parent/carer during these meetings and indeed throughout their time with us.

In addition to the above, children subject to an Education, Health and Care Plan will be part of the Annual Review process as well as any on-going feedback from outside agencies. Alice Model provides parent training in the following ways:

- In school workshops such as on toileting, feeding, basic first-aid and messy play.
- Sign posting parents to relevant professional agencies such as Phoenix Outreach, Speech and Language Therapists and the Parent's Advice Centre.

**Support we offer for children's health and general wellbeing:**

The school supports children's health and well-being in the following ways:

- Key Worker system.
- Child's voice, which is central in all children's records of learning (Special Books).
- The school utilises the ethos of consulting with children including the use of Sustained Shared Thinking strategies and open-ended questioning.
- There is a clear system of observations to further glean the voice of the child.
- Clear guidelines on the administration of medication (see Medicines policy).
- Broad, balanced and in-depth curriculum (explicit learning intentions).
- Clear guidelines on personal care.
- Review meetings with parents/carers/child on a termly/half-termly basis.

Work with outside agencies including:

- Educational visits and enrichment experiences.

Children's health and well-being contributes substantially to their individualised targets/next steps.

**Specialist external services we use when we think extra help is needed:**

- Sign-Along training.
- Picture Exchange Communication System training (PECS).
- Most staff are trained in using an Epi-Pen and have received training in Paediatric First Aid.
- Some of our staff have been trained in supporting children with a variety of sensory needs.

Additional professionals who may support the school also include:

- Educational Psychologist (EP).
- Child Development Team (CDT).
- Speech and Language Therapist (SaLT).
- Occupational Therapy (OT).
- Child and Adult Mental Health Service (CAMHS).
- Phoenix Outreach Service (POS).
- Support for Learning Service (SLS), including Specialist Teachers of the deaf/visually impaired.

### **How we include children in activities and school trips:**

All children, irrespective of need, have the opportunity to attend school trips.

- Children with SEND are supported by specialist staff, parents/carers and an effective adult child ratio.
- Most trips are planned incorporating children's interests and needs.
- The school works with parents/carers to plan and carry out local school trips.
- We also plan regular trips for children with SEND to further enable them to make more rapid progress.
- Children and families are given opportunities to reflect on such trips through use of photographs and narrative observations in children's special books.

### **Our School Environment:**

Our nursery is step-free and there is a ramp to access the garden. There is a disabled toilet available which has a changing couch for children that require this. In nursery we have a range of equipment designed to support the development of children's coordination and motor skills, but if a child needs additional equipment we will obtain this through specialist services e.g. Occupational Therapy. We have a sensory room where children can explore, using their senses and this provides a quiet environment for children that may be experiencing distress with change of routines and the social requirements of being in the nursery.

### **How we prepare for children joining our school and leaving our school:**

Before children join Alice Model Nursery School the following takes place:

- Parent meetings with Head or Deputy.
- Stay-and-Play sessions.
- Transitional visits to pre-school settings if necessary.
- Home visits.
- Team Around the Child meeting if necessary.

When children are about to leave Alice Model Nursery School the following takes place to ensure a smooth transition:

- Review meeting if required.
- Team Around the Child meeting if necessary.
- Family visits to new setting.
- Keyworker and child visits to new setting.
- Transitions books made to share at school and at home.
- Leaver's report/EYFS Profile shared with new setting.
- Handover of information from outside agencies.

### **How parents are involved in school life:**

- Through the Governing body, which has parental representation.
- Regular workshops governed by parent/carer needs and suggestions.
- Termly 'Bring Your Parents to School' days.

Information is shared in the following ways:

- Half termly Newsletters.
- Regularly updated school Website.
- Texts to families and signs and posters displayed around setting.

A Key Worker system further supports this communication as a number of staff speak many of the local languages within the community.

**Who to contact for more information or to discuss a concern:**

We have a very 'open door' policy and parents are invited to speak to their child's keyworker in the first instance if they have any concern.

If necessary they can speak to the Head/SENDCo or Deputy Head.

For any parent/carer considering Alice Model Nursery School, we offer tours of the setting. Please see website for dates and times. Additionally, the Headteacher/SENDCo is available to speak to any parent/carer by appointment.

The Acting Executive Headteacher/SENDCo is **Kim Waters**.

She can be contacted by telephone: 0207 790 5425, or email: [kwaters1.211@lgflmail.org](mailto:kwaters1.211@lgflmail.org).

The Deputy Headteachers are: **Lutfa Begum** and **Ernestina Cella**.

The SEND Governor is **Deirdre Dixon**. She is responsible for supporting the school to evaluate the quality and provision for pupils with SEND across the setting and to ensure the development of best practice.

**Our Information Report to families and children with Special Educational Needs and Disabilities was prepared in:**

**September 2024.**

**It will be reviewed in September 2025.**

This report is in conjunction with the Tower Hamlets Local Offer which can be found at:

[http://www.towerhamlets.gov.uk/ignl/education and learning.aspx](http://www.towerhamlets.gov.uk/ignl/education%20and%20learning.aspx)