

# Tanglewood Nursery School

"Using the EYFS curriculum we aim to provide a broad and balanced learning environment to enable children to develop socially, culturally, emotionally, intellectually, physically, spiritually and morally. We aim to ensure that every member of the school community reaches his/her full potential and is regarded as being of equal worth, irrespective of race, age, gender or ability."

## Special Educational Needs and Disability (SEND) Policy

Date Reviewed: Summer 2017  
Next Review Date: Summer 2018

Please note: The content of this SEND Information Report is the same as the content of the SEND Policy. Both are to be reviewed each year during the summer term.

### **Our view of SEND and Inclusion**

At Tanglewood we see all children as individuals with different interests, knowledge and skills. We praise and celebrate their efforts and successes, and promote self-esteem. We aim to provide all children with an inclusive and supportive environment within which they can learn alongside each other and develop to their full potential.

Our aim is for children with additional and special needs to be supported by all members of the class team so that they feel fully included in every aspect of nursery life.

We aim to provide access to all areas of the school and resources and take steps necessary to improve this when needed (see Equality Policy including Accessibility Plan for details).

### **Our work with you and your child**

You are the experts on your child. You know what makes them happy or sad, what they like and don't like. You know how they react to certain things, and you will have ideas on the best way to help your child. Your involvement in your child's education is going to be key to their learning and well-being. Please tell us as much as you can about your child before they start nursery.

We are committed to a 'Team Around the Child' approach, whereby meetings are held every term with parents/carers, classroom and SEN staff, and other professionals involved in your child's development, such as Speech and Language Therapists. Additional meetings can be arranged if needed. We aim to give you all the information you need, and to support you in decisions about your child's education and development. We work closely with health visitors, educational psychologists, specialist teachers, occupational therapists and physiotherapists, outreach workers from the local Children's Centre.

We will also signpost you towards any parent information and support groups available locally, and encourage feedback from you that may help other parents and carers. We have a member of the Governing Body of Tanglewood who has a special interest in our provision for children with additional needs, and who meets every term with the Special Educational Needs Co-Ordinator (SENCO).

### **The SEN Team**

Our SENCO at Tanglewood is Mrs ~~Harmer~~ Anita Bartram and she can be contacted by phone (01245 352788) or email ([senco@tanglewood.essex.sch.uk](mailto:senco@tanglewood.essex.sch.uk)). We have a dedicated and experienced SEN team, including several SEN Learning Support Assistants (LSAs), who provide enhanced adult support for children throughout the nursery. We also have two part-time Speech and Language Therapists and two Speech and Language Learning Support Assistants (see below).

\\sch1000-12\winpool\policies from july 2013\current word document policies\website policies - (without editing details)\send policy june 2017 review 2018 - website.docx

Members of the SEN team and classroom staff have attended courses on specific special educational needs, including Autistic Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), sensory processing difficulties, and speech and language delay/disorder. Most staff have completed an 8 week Makaton (Beginners) sign language course. We review training needs every year.

### **Specific Special Educational Provision**

- **Visual Support**: All classes provide a visually-rich learning environment with a range of visual strategies to support understanding and communication, including Makaton signing, visual timetables and choosing boards.
- **Enhanced Adult Support**: This is support from an identified member of the SEN team during some or all of the nursery session. This support may be on an individual or shared basis, according to the needs of the individual child.
- **Nurture Group**: Some children are offered the chance to take part in **small group interventions such as Musical Communication and Attention Autism**. ~~the small Nurture Group~~ for short, focused ~~met~~ times and stories. These help ~~This helps~~ to develop attention and listening, language and communication, social skills and confidence.
- **Speech and Language Centre**: The Speech and Language Centre, ~~or~~ **(Rainbow Room)**, provides a high level of speech and language therapy for up to 16 children (8 in the morning and 8 in the afternoon), who are identified as having severe and specific speech and language difficulties. These children are referred to the Rainbow Room by their Speech and Language Therapist at their local clinic **and will generally have no other accompanying diagnosis**. The final decision about who is offered a place in Rainbow Room is made by a panel of professionals at the SENAEN office (Special Educational Needs and Additional Educational Needs) in Braintree. Children attending the Speech and Language Centre are based in Yellow Room and receive regular group therapy as well as individual sessions each week. These children are entitled to free transport should they live more than 2 miles away, until the September of the year in which they start primary school.
- **Additional Speech and Language Support**: Children who do not attend the Speech and **Language** Centre, but who are already seeing a Speech and Language Therapist in clinic when they start at Tanglewood, may be offered additional support for their speech and language needs in nursery. A referral can also be made by nursery staff to the speech and language service after a child has started at the nursery.

### **Identification and Assessment**

Please tell us about any additional needs as early as you can, preferably when your child goes on the waiting list, so that we can plan appropriate support in advance. Sometimes a child's needs are not identified until they have started in nursery, and parents/carers will be invited to discuss observations and assessments. The appropriate level of support can then be agreed.

The SEN Code of Practice (2014) identifies 3 levels of intervention, a little like rungs of a ladder:

1. **Quality First Teaching** - Classroom staff plan for differentiated learning opportunities and remain responsible for your child's education and learning alongside any other additional adult support.
2. **SEN Support** - If a child's needs cannot be met through Quality First Teaching alone, specific targets and strategies will need to be planned. **One Planning** describes this process. A meeting is arranged to discuss your child's strengths, likes and what works well to help your child to play, communicate and learn. These ideas are recorded in a range of documents including individualised Learning Plans and One Page Profiles which include what's working or what's not working, and your longer term hopes and aspirations for your child in the future. These are often referred to as a '**One Plan**' which is shared amongst all those working with your child to make sure everyone is doing the same thing. Having ~~a One Planning~~ in place ~~documents~~ also means you do not have to keep repeating your story to several different professionals. ~~A One Page Profile is also produced as a quick reference summary of the longer One Plan.~~

Often advice from an outside agency (e.g. Speech and Language Therapist or Specialist Teacher Team) is helpful. Where appropriate, these professionals join regular Team Around the Child (TAC) meetings so that next steps (or targets) can be agreed together. Parents'/Carers' views are central to this process, and you can be as involved in this process as you want to be; some parents/carers chair meetings and plan the agenda, while others choose to be supported in this role. Involving other professionals will help us to support your child in nursery, and will also help you to access information, advice and support as early as possible.

3. **Education, Health and Care Plan (EHCP)** - Sometimes it is agreed that a higher level of support will be needed once your child starts at primary school. In this case, a request for statutory assessment can be made to the Local Authority for an Education, Health and Care Plan. This can be requested either by parents/carers or by the SENCO at Tanglewood. The request is considered by a panel of professionals at the SENAEN office in Braintree. This whole process can take up to 20 weeks, so a decision about statutory assessment is made about 6 months before your child starts primary school.

We regularly monitor how effective our SEN provision is. One Planning targets for individual children are reviewed at least termly. In addition to this, data is gathered every year to measure overall progress made in the Nurture Group, in Rainbow Room and on the mainstream Speech and Language caseload. Results are produced in our Equality data and published on the school website.

### Support available at Tanglewood for parents and carers

We hope you feel supported at Tanglewood. As well as having plenty of opportunities to talk with staff about your child as the need arises, we offer

- A play course for parents/carers twice a year to share ideas for messy play, imaginary play and language development at home.

\\sch1000-12\winpool\policies from july 2013\current word document policies\website policies - (without editing details)\send policy june 2017 review 2018 - website.docx

- A Come and Play session each term for parents/carers, giving you a chance to spend time with your child in nursery and for them to show you all their favourite play.
- Parents' observations of speech therapy, and workshops organised by the Speech and language Therapists, so parents can find out ways in which they can support their child at home.
- Links with the Health Visitor service and local Children's Centre, which offers courses and outreach support for managing behaviour and parenting challenges within the home.
- Signposting to other local services and support groups. A full list of these can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### **Moving into Primary School**

This is a big step in your child's life, and we work closely with local schools to make it as smooth as possible. During the last few weeks before leaving us, staff from primary school will visit to meet your child and to talk to staff. A meeting with parents and staff from Tanglewood and your child's new school can be arranged to share the One Planning or EHCP. If necessary, additional visits to the school may be arranged, and a child may be supported during some of these visits by a member of staff from Tanglewood.

### **Comments, Concerns and Complaints**

We are continually trying to improve what we do, and you can play a part in that by giving us your comments. Please come and talk to your child's class teacher or the SENCO if you have any concerns about how we are supporting your child's educational needs, so that we can deal quickly with them. Further details are available in our Complaints Policy (available online or at the school reception).

We very much look forward to working with you and your child. If you have any questions about additional support for your child, please don't hesitate to contact our SENCO, Mrs ~~Harmer~~ **Anita Bartram**.