



An overview of the provision for children with SEND at The Limes Nursery School and Children's Centre.

Willow Room

(Provision for children aged two-three)

We offer a safe, nurturing and enriching environment where children are happy to explore and learn. The ratio of staff to children is one to four. The team provides inclusive and individual support for children with a range of additional needs. The Willow team, and more specifically the child's key person, aims to develop positive and supportive relationships with children and their families, making links with children's centre and family support services if required. The Sendco works alongside children, families and the team, liaising with other agencies to establish early identification of children's additional needs.

Nursery Classes. Green, Blue and Red Rooms.

(Provision for children aged three-four)

We offer an inclusive approach that aims to provide all children with high quality teaching and learning opportunities, responding to children's individual needs and learning styles. The ratio of staff to children is one to thirteen. We deliver a broad, balanced curriculum and a well resourced learning environment, both inside and outside. We aim to work in partnership with parents/carers and a range of other agencies, enabling us to identify children's additional needs and requirements and to provide effective support.

If I have concerns, about my child's development, who are the people I need to talk to?

- Please share your concerns with your child's Key Person, Class Teacher (See below meet the teams)
- Together the team and Sendco will make further observations of your child and gather evidence for further assessment.

Meet The Teams.

Head Teacher.

Catherine Bolam.

SEN Governor.

Adyern Zajic

SENDCO

Rachel Barnwell

Willow Room.

Early Years Practitioners.

Paula Thompson. Tracey Smith. Amy Soden.

Red Room.

Teacher.

Jodie Smith

Early Years Practitioner.

Kulvinder Kaur. Marisa Sueiro

Green Room.

Teachers.

Matthew Morris

Early Years Practitioners.

Julie Lapworth. Balvinder Kaur. Misbah Wali

Blue Room.

Teacher.

Rachel Barnwell & Samantha Trace

Early Years Practitioners.

Fatma Habelhames. Joanne Rutter. Vanessa Calero Plasencia

How will the setting know if my child needs additional support with their learning?

How will I know if my child is making progress?

- Detailed observations are made of children's learning and development, interests and strengths. Photographs are also used to show evidence.
- These observations are recorded using an individual Learning Diary, which is fully accessible to parents/carers through the use of Tapestry software.
- Children's progress are assessed in line with the Development Matters of the Early Years Foundation Stage as well as the Differentiated Early Years Outcomes.
- Where it is highlighted that children are developing out of step with more typical age related expectations, the Class Teacher will share these concerns with the child's parents/carers and school Senco.
- An internal referral will be made for the Senco to observe and assess your child's learning.
- A play plan will be made to fully support your child to learn and achieve, within the setting and if required an individual provision plan
- Following evidence gathering through observation and consultation with parent/carers, a joint decision may be made to refer your child to an outside agency, to further assess your child's additional needs.
- At three points in the school year data is collected regarding all children's progress across the setting. This is analysed by senior management and class teachers.
- Specific interventions can be put into place to have a positive impact on areas of learning, highlighted through the data collection, that require specific targeting to ensure children continue to make progress.
- A Family Support Planning Meeting may also be arranged where children have input from a range of other agencies. At this meeting a support plan will be established, reviewed and an action plan written. You will be made fully aware of your child's development and progress.
- There are opportunities three times per year where all parents/carers have an appointment, to talk about their child's progress with their key person.

What different types of support and learning interventions are available at the setting?

- We aim to provide high quality teaching and learning for all children, building on prior learning and understanding.
- Class teams plan with specific learning intentions in mind, reflecting on the children's learning, strengths and interests.
- These learning intentions are differentiated to suit a range of learning needs and styles.

- Children experience different types of teaching and learning opportunities, e.g. In small groups, key groups, and one to one focused times, or by engaging in planned projects.
- Staff play alongside your child with planned activities and targeted strategies, e.g. social interactions or turn taking skills
- Advice from other agencies will be reflected in the plans for children's learning. These agencies may include. CCHP. Speech and language therapy. Community Paediatrician. Physiotherapy. Occupational Therapy. Educational Psychology. Camhs. Bristol Autism Team.
- According to documentation from Sept 2014. Children with SEND will have a non statutory or statutory Education Health Care Support Plan and work towards specific targets from this plan.
- Additional learning opportunities are available for children who are allocated Pupil Premium Funding.
- Use of visual cues and timetables. iprint software and photographs are used to produce visuals for individual time tables and Now and Next strategy. Objects of reference are also used to support children's learning and their understanding of routines or transitions.
- Use of Now and Next strategy where appropriate and with advice from Bristol Autism Team specialist.
- Use of Makaton signs alongside language.
- Implementation of strategies from staff training using the Hannan Approach. Learning Language and loving it.
- Use of Picture Exchange System. PECS where appropriate.

How is the curriculum matched to my child's needs?

- Class teams reflect on children's learning on a daily basis to inform future planning.
- Weekly staff meetings are established to make plans for the coming week, as well as project plans based on children's prior learning, interests and strengths.
- Through monthly whole setting meetings/training.
- These plans for both the inside and outside learning environments take into account children's different learning styles.
- The Early Years Foundation Stage Development Matters and the Differentiated early Years Outcomes are used as a guide to support the planning for all children's learning.

How accessible is the setting?

- The setting has a thorough 'access plan' that outlines the inclusive environment.
- There are three accessible toilets in the setting.
- There are two changing tables suitable for managing 2, 3, & 4 yr old children's personal toileting requirements, changing nappies etc.
- A shower unit has been installed and can be used when required.
- Risk assessments and Personal Emergency Evacuation Plans are written to assess any level of risk, or concern regarding access or danger, and how this risk can be reduced.
- The setting draws upon the expertise of some staff who are able to converse, or to translate in a variety of languages.
- The Setting receives funding for all children up to 15 hrs. per week. (Changes for Sept 17 with introduction of 30 hour provision)

- Additional funding for children with SEND can be applied for through the Early Years SEN panel. The teams work closely with parents/carers as well as other professionals to prepare documentation for this panel.
- An Education Health Care support plan would be established to outline the child's specific strengths, interests and areas of additional need.
- Funding is allocated by a need type and band level using the Bristol Universal Descriptors.
- Specialist equipment is also available to the setting following advice from the Occupational therapy or Physiotherapy teams.

What support is available for my child's overall wellbeing?

- Practitioners are trained in Paediatric First Aid.
- Specific staff have also trained in the administration of medication. (Meeting requirements of the 'Supporting pupils at school with medical conditions' Feb 14)
- Staff teams have also received training on the use of auto injection devices, where children have been identified by a paediatrician that they have severe allergic responses to certain triggers.
- Health Care plans are written in detail to inform the teams of the children's specific needs and requirements.
- The setting has a Special Educational Needs Policy and a Behaviour Policy. Strategies are implemented, based on conflict resolution strategies, to highlight the thoughts and feelings of others and the consequences of actions upon others.

How will you support my child to transfer to future settings?

- During May/June the setting will make contact with the transfer school that has been allocated for your child.
- A transition meeting will be held and all agencies involved will be invited to attend. Records will be transferred regarding children's SEND, the progress they have made and actions for the coming year. Any particular special arrangements or requirements will be agreed and put into place.
- The transfer school may also make additional appointments/visits for you and your child.
- We aim to make the transfer to a new setting as smooth as possible for both the children and their families.