



Special Educational Needs and Disability (SEND)

INFORMATION REPORT 2023

All Schools Must

- **Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice**
- **Appoint a SENCo**
- **Invest in whole school and targeted training for staff.**
- **Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'**
- **Provide information on school arrangements for SEN to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on the school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.**

About Our School

Hillview Nursery School is the only maintained nursery school in Harrow and has a very strong history of providing early education, care and support to children and their families in a most inclusive environment through the close partnership of the co-located Hillview Children's Centre Hub, local schools, and other agencies.

We offer 90 places to two, three and four-year-olds, and have an additionally resourced nursery provision (ARMS) for 12 children with special needs.

Hillview Nursery champions inclusion throughout the whole community as a "process of identifying, understanding and breaking down barriers to participation and belonging" (Early Childhood Forum) by ensuring that all pupils achieve their true potential in all the seven areas of learning and development regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability, or educational needs.

This document aims at giving you information on how we support all of our pupils, including those with SEN and disabilities, in order that they can reach their full potential.

ARMS Unit

Hillview is a mainstream Nursery School which has an additionally resourced provision funded by London Borough of Harrow for nursery age children with moderate to severe complex learning needs and who may be identified as requiring an Education, Health and Care Plan (EHC Plan), when they are of school age.

The additionally resourced provision at Hillview caters for up to 12 children part time. The nursery has 6 places in the morning and 6 in the afternoon. There is insufficient space on the nursery school site and staff capacity to further increase the number of specialist places.

The specialist provision at Hillview is for children who would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision.

An ethos of working with outside professionals exists within the school. Staff work with therapists including Speech Therapist (SALT), Occupational Therapist (OT), physiotherapist, as well as Children and Young Adults Disabilities Service (CYAD), Nursing teams and Educational Psychologists in order to further identify barriers of learning and ensure an integrated approach to the provision of care and education.

All children follow a broad and balanced curriculum which is personalised to take into account their needs and abilities. Any additional needs are identified using assessment data and interventions will be put into place. If a child is not making the progress that we would expect, we will discuss this as the concerns arise. Parents/carers are encouraged to contact the school at any point should they have any concerns.

There are regular opportunities throughout the year, such as parent evenings and annual reviews and coffee mornings to discuss progress. Concerns are not always based on learning progress but could also be linked to the social and emotional development of a child. Any concerns that school staff or parents raise in this area may lead to a further investigation by the Senior Leadership team and referral on to our multidisciplinary team.

Our Commitment and Aspirations

Hillview Nursery School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document aims at giving you information on how we ensure we support all of our pupils including those with Special Educational Needs and Disabilities (SEND), in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEN at Hillview make good progress. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND/Inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Hillview Nursery, then please do not hesitate to contact us directly.

Assessment, Monitoring and Review

Each child's progress is continually monitored by their key person and class teacher. The Senior Leadership Team monitor pupil progress through looking at planning, Learning Journals, recorded evidence, observations, and analysis of data. Staff share any concerns about a child's progress through dialogues, during staff briefings and at Progress meetings with the Headteacher.

Using data the educators will identify areas for development for both individual and groups of children. Educators track children's progress using tracking sheets which show current levels and targets for each child. Any child not making progress to meet their targets in any area will be identified, and appropriate interventions will be put in place. Children are assessed both formatively (on going) and summatively (at the end the half

and full year). Formative assessment takes place on a daily basis through focused activities and observations. Children are encouraged to recognise what they can do well and what they need to improve. Staff help the children to understand what they need to do next. Staff annotate the children's work, clearly highlighting progress and next steps.

During Parents Review meetings staff discuss the child's progress with his or her parents/carers. Parental views, opinions and advice will always be sought where there is an issue around progress and as a school we continuously work closely with parents and the multi-disciplinary teams to ensure our children are supported with any area of difficulty.

Involving Parents/Carers and Pupils

Parents/Carers can contact our nursery school if they have any concerns about their child to request a meeting or to speak to staff at the start or end of the school day.

Nursery Staff also use a range of media to keep parents/carers well informed including EY LOG, our observation interface, direct telephone calls or emails. The school holds 3 Parent Review meetings for all parents/carers and are involved in the annual review where progress towards EYFS targets, setting outcomes for the future and social emotional concerns can be discussed.

Annual Reviews are held for children with EHCP or statements of special educational needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans. They are held with parents/carers, the child and any other agencies involved.

Who are the best people at school to talk to about your child's SEN's?

Kinga Madarászová our Class Teacher responsible for planning the curriculum and differentiation and assessing your child's progress.

Keyworkers are responsible for ensuring your child will have access to excellent teaching and that the curriculum is adjusted to meet their individual needs.

Inclusion Team supports the implementation your child's differentiated curriculum and targets

Sophie Boreham our Nursery Deputy Manager and SENCO co-ordinates the support and interventions in our nursery school, she provides regular contact to ensure parents are kept up to date during the SEN review process, and will liaise with other agencies involved with your child.

Carly Orbell and Lisa Orbell the Co- Headteachers report to the Governing Board on all aspects of the nursery school including the day to day arrangements for children with SEN.

We have a QTS teacher, Senior Educators, Early Years Educators and Learning Support Assistants. The ARMS children may receive additional 1:1 support during the school day

to work on their specific needs. The children have a personalized plan that is monitored every half term to ensure progress and appropriate level of need.

All children take part in the adult-led activities. For the child this means:

- The teacher has high expectations.
- All teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning.
- Specific strategies are in place to support the child to learn.

Leadership of SEND Provision

The school SENCo co-ordinate support and interventions across the school, and from outside agencies. The school SENCo will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, which will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the school SENCO, will assess whether the child has SEN.
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEN is reaching a point of transition (from pre-school to primary) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving good outcomes and helping children make a positive transition to adulthood, including paid employment and independent living. The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN.

How will I know how well my child is doing at school?

In our school we have:

- An open door policy where parents are welcome to make an appointment at any time
- Partnership between parents and teachers where we will communicate regularly.
- Opportunities to meet with other professionals working with your child e.g. Speech Therapist
- A home/school link book where appropriate
- Termly meetings with the school SENCo

If your child has an EHC plan, there will be formal meetings where progress is reported on, and a report written and available.

What happens if my child with SEN makes very little progress at school?

Parents are encouraged to make an appointment with the classteacher if they have concerns about attainment, achievement, progress or happiness in school.

The support that may be available for children at Hillview Nursery School

| Area of need | Whole school ethos and practice | Possible focused support for some children's additional needs | Possible support and intervention for a small number of children who may or may not have an EHC |
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| <p>Social, mental and emotional health needs</p> | <ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • Circle time • Intervention groups | <ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • Social skills groups • Monitoring and support during unstructured times e.g. child initiated play. | <ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment eg time out • Personal Support Plan • Work with parents to complete an Early Help Assessment • Access to small teaching and learning group with a teacher or teaching assistant |
| <p>Speech, Language, Communication and Interaction including Developmental Language Delay</p> | <ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Specific training provided by the Speech and Language Team • Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environment • Visual aids consistently used to support and enhance communication skills | <ul style="list-style-type: none"> • Elklan trained learning support via our Inclusion team • Small group phonic support • Personalised support within the class • SALT interventions delivered by the school Inclusion team | <ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional intervention groups • Alternative communication systems • Access to personal ICT/ adapted ICT equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Language group (Language Resource) • Key word signing using Sign along |

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| <p>Autism Spectrum Disorder ASD</p> | <ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies • Learning style understood • Differentiation within lessons • An area to work in the classroom with limited distractions | <ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, workstations | <ul style="list-style-type: none"> • Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems – PECS • Advice and intervention from Harrow Outreach Autism Service and Education psychologist |
| <p>Cognitive and Learning/ Moderate Learning Difficulties</p> | <ul style="list-style-type: none"> • Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi sensory approach to learning • Interactive environment | <ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • School Support Plan in place including specific goals and outcomes • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • Access to personal ICT/adapted ICT equipment alternative methods of recording | <ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment |
| <p>Sensory and Physical Needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p> | <ul style="list-style-type: none"> • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised. | <ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy from experienced TAs & Inclusion team working from Therapy plans • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team | <ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment • Advice and outreach from Sensory Team |

Medical needs - The safety and wellbeing of children is at the centre of everything we do. Information on the medical needs of our pupils, and who is responsible for the administration of medicine and personal care is shared with the staff who work with them. We have a medicine administration form which must be completed to enable us to administer prescribed medicines.

Specialist support provided by outside agencies - Where we have concerns that a child's barriers to learning are not being addressed by the provision currently in place we would:

- Invite the parent/carer to a meeting to discuss the child's progress and help plan possible ways forward.
- The parent/carer may be asked for permission for the school to refer the child to a specialist professional e.g. an Educational Psychologist, Clinical psychology, Nursing Team for children with disabilities. This will provide some understanding to families.

Training - All staff who are appointed to work at Hillview Nursery School are qualified, and receive a detailed induction when they attend site. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver training either for the whole school or for individual members of staff. Staff within school have different levels of expertise in order to support children with special educational needs, including: hoist and manual handling, sensory/positioning, understanding Autism and ADHD, Eiklan, and sign along training.

Accessibility - Risk assessments are carried out and Personal Evacuation Plans drawn up for all children. All staff working with the SEN pupils will be made aware of the plan. The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheelchair access and a ramp outside allows access into the building. There is a changing bed within the toilet in the classroom and a disabled toilet within the Children's Centre.

Complaints - Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)
- Parents can also contact Harrow SENDIAS (former Harrow Parent Partnership Service) for further advice.