

	<p>OLD CHURCH NURSERY SCHOOL AND PRE-SCHOOL LOCAL OFFER/ SEN REPORT</p>
	<p>HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</p>
	<p>Our vision and how we hope to achieve it Old Church Nursery is a place where children learn through play and by being allowed to pursue their natural curiosity. It is a safe, joyful place where everyone is known and valued as a unique individual; and where needs are acknowledged, accepted and met. Our forest garden provides opportunities for city children to become confident in a natural environment where they can explore and develop their investigative skills. We work in partnership with families and the community to give children the knowledge, skills and attitudes they need for success in life. We aim for children to leave us as confident, independent thinkers, problem solvers and effective communicators. We work hard to support all the children in our school to be the best they can including all children with special educational needs or disabilities.</p>
	<p>Type of school we are Old Church Pre-School has two classes with 40 part-time places. The rooms are staffed with one adult for every 4 children. Old Church Nursery School has three classes – Red Room, Yellow Room, and Blue Room. We provide nursery education for 80 full-time and 40 part-time children aged 3-4. The children usually start part-time, in the mornings. All the classes are organised in a similar way. There are 40 children per class. Each room is staffed with a teacher, two nursery nurses, a teaching assistant and a midday supervisor. Each teacher and nursery nurse has a key group.</p>
	<p>Our Ofsted rating OFSTED stated in 2015 that Old Church Nursery is an outstanding school</p>

How we know if a child has special educational needs

Before children start at the school their parents have a meeting with the Head Teacher and a home visit from their new keyworker. We ask parents to let us know if their child has any special educational needs or a disability so that we can discuss this and make sure the right support is in place for their child.

If a child has special educational needs it is very important that they get the help they need as soon as possible. In order to make sure that any special needs not known about before starting the school are picked up early, all children are assessed after 4 weeks in nursery. Our regular observation, assessment and monitoring procedures continue throughout the children's time at nursery to look out for any special needs that develop later.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.

What we do to help children with special educational needs

Old Church Nursery has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- First we identify what the particular problem is. We then meet with parents to discuss their child's needs.
- We agree a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support will achieve.
- To see whether the support is helping we set a time-frame and we review how things are going.

Everything is written down in an Individual Education Plan (IEP) for each child with special educational needs. This is reviewed by staff and the parents if they wish to attend.

Specific interventions are planned such as language group and attention autism activities.

SEN teaching assistants work with children in addition to their key worker.

How we adapt our teaching for children with special educational needs

Every member of staff is involved in planning, observing, monitoring and providing support for pupils in their class including children with special educational needs.

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

Part of our school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about what support is best for a child are made by the Special Educational Needs Coordinator in consultation with the child's class teacher, keyworker and parents/carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child in the form of an Education, Health and Care Plan. Parents can do this too.

We are happy to discuss all of this in more detail with parents

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

The child's records and special book record a child's progress and are regularly updated with observations, work, photographs etc. We work hard to maintain good home/school links with parents. We have a parents day at the end of every term. In December and July parents are given a written report about their child's progress. At the end of the Spring term the keyworker will talk to parents about their child's progress through sharing the special book. Each child will be a "focus child" each term when the key worker will talk to the parents about their child and the special book will go home to be shared with the family. Parents are encouraged to contribute to the special book when they take it home.

For children with special educational needs we have a review meeting each term. This is to talk about the child's progress and review any targets for an Individual Education Plan.

Support we offer for children's health and general wellbeing

Children need to be happy and be able to behave appropriately to learn well so all our nursery staff work with children in their class on social skills, behaviour and wellbeing.

If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, other professionals or the Special Educational Needs Coordinator (SENCO) to help support the child.

Old Church Nursery School has anti-bullying, intimate care, medical issues and diversity policies. We can give medication to children who have life-threatening conditions and parents will be asked to complete the relevant paperwork.

If a pupil has particular behavioural difficulties, we would devise a Behaviour Support Programme designed to identify the cause of the problem and support the child to avoid him/her disrupting his/her own or others' learning.

At Old Church Nursery and Pre-School, we are a [Rights Respecting School](#). To do this, we place the [United Nations Convention on the Rights of the Child](#) at the heart of our school ethos. The Convention sets out the civil, political, social and cultural rights of every child and how those rights should be met. The Convention was ratified by the United Kingdom in 1991.

For us at Old Church, we place great importance on listening to the views of the children and on everyone – staff, parents, children and governors – treating each other with kindness and respect. Parents who are interested in finding out more about the Convention and the Rights Respecting School Award, can speak to the staff in their child's room.

Our Home/School Liaison team are available to talk to parents about any advice they would like to support their child.

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

Sometimes a child will have needs that will benefit from additional help from a specialist outside the school. Depending on the child's needs we may draw on support from:

- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Educational psychologist
- Social Services
- Phoenix Outreach team
- Behaviour Support service
- Hearing-impaired service
- Visually impaired service
- Health visitors

We always communicate with parents and ask their permission before we contact other services.

The training our staff have had or are getting

Every year we have 5 staff training days.

All staff (not only teachers) are required to attend training.

Staff working with children with special educational needs receive appropriate training e.g. at Phoenix School courses are run for those working with children with Autistic Spectrum Disorder.

How we include children in activities and school trips

Any trips we plan would always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We consult parents/carers and may ask them to accompany us.

Each class goes on a trip to Chalkwell Beach in the summer and to Hainault Forest in the autumn and all parents are invited to join us.

Our school environment

Our classrooms are step-free and have ramps in to the garden.

There are 2 disabled toilets available, one near to the Reception and another in the nursery with a changing couch.

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.

How we prepare for children joining our school and leaving our school

We invite all children joining our nursery to come and meet Sarah, our Head Teacher, and look around the nursery. Before they start they will be invited to a 'Stay and Play' to meet the children and staff in their room. At the beginning of their first term, the child's keyworker and another member of staff will visit them in their home. One member of staff will talk to the parents and the other will play with the child. We take photos on the visit so they can be used for the coat peg and special book before the child starts. We ask parents to let us know if their child has a disability or any special needs so we can make sure that the right support is in place for their child. These visits are a valuable way for parents to share their knowledge of their child with us.

Our settling in process allows each child to take his/her time until they feel happy and secure to be left in nursery by their parent/carer.

The children leaving are, where possible, taken to visit their new school and have lunch before they start reception. Photographs are taken and the child will make a book about their new school to take home and share with their parents.

Children with additional needs who may find the change difficult will make several visits and we would ask staff from their new school to visit us. They would also have a "passport" so the staff from their new school can find out more about them.

How parents are involved in school life

We believe in working with parents/carers as partners and we hope that our parents will share that belief.

We are always ready to speak to parents about any concerns they have regarding their child. If the keyworker is not available to talk we would encourage parents to make an appointment.

We invite parents to join us for a coffee morning every Thursday from 9.30 to 11.30 and we run curriculum workshops. We also host parenting workshops.

We have regular Parents View sessions where parents are invited to discuss any strengths and concerns about our school.

Parents are represented on our governing body. We have a number of Bengali speakers on the staff who can translate for Bengali-speaking parents.

Who to contact for more information or to discuss a concern

- Your child's keyworker

- Your child's class teacher
 - The Special Educational Needs Coordinator, Cynthia
 - A senior member of staff – Sarah, Head teacher or Moyra, Deputy
- If necessary please ask at the Reception if they can arrange an appointment for you.
The school telephone number is 0207 790 2824

Our offer to children with special educational needs and disabilities was prepared in July 2014

**Reviewed September 2015
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