

# TURNCROFT NURSERY SCHOOL

## SEN INFORMATION REPORT – SEPTEMBER 2022



1. What kinds of special educational needs do we make provision for in our school? (Regulation 1)

**Turncroft Nursery School is a Community School. We are committed to an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community.**

### **Our Mission Statement**

**“Turncroft Nursery School...the place for learning and laughter.”**

**Turncroft Nursery School is a Local Authority Educational establishment providing places for children the year prior to starting Primary school. We have one hundred places across the day and we also offer extended services during our opening hours 7:30am to 5:30pm. We offer parental workshops and family support as well as liaising with many and varied professionals.**

**We have a well - established staff, who work very effectively as a team and we have a very supportive Governing Body.**

**We see Turncroft Nursery School as the first stage in your child’s state educational journey. We strive to build on the excellent work you have already done as parents and to support you in helping your child develop his/her potential. We recognise the value of Nursery Education for all children but especially for those with Special Educational Needs and disabilities.**

**The Special Educational Needs Co-ordinator (SENCo) is Miss Jennifer Murphy who liaises with relevant professional agencies that may be involved in a child’s development. Miss Jennifer Murphy makes observations of children, attends meetings, makes referrals and liaises with parents, professionals and feeder schools.**

**We also have a Family Support Co-ordinator Mrs Roberts who supports parents with concerns such as sleeping, toileting and behaviour management.**

**2. How does our school know if your child needs extra help? (Regulation 2)**

**We believe in working closely with families. We have initial meetings for new parents which provides a good opportunity to discuss any concerns or needs they wish to discuss. We visit parents and children in their home prior to starting which helps us to determine any possible support which may be needed or strategies we may implement. First and foremost, we like to familiarise ourselves with each individual child and find out what their needs and interests are in a play-based environment.**

**Our induction process gives the opportunity to highlight any possible additional needs. Observations, assessments and meetings with parents are used to inform us regarding children's achievements and progress. We use the EYFS development matters to judge where and how children are achieving.**

**We use the RoSCo language screening to assess children's understanding. We use the ELAT assessment tool to build up a picture of a child's expressive language.**

**Parents are involved in the process of determining targets and reviews of Pupil Support Plans (PSPs).**

**We talk regularly with our link SEND Advisory Teacher, Mrs Pamela Clough via drop in surgeries.**

**3. Who can you speak to at our school if you think your child may have special educational needs? (Regulation 4)**

**If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:-**

- **Your child's Key Person**
- **Our Special Educational Needs Co-ordinator (SENCO) – Miss Jenny Murphy**
- **Our Head teacher - Mrs Elizabeth Shears**
- **Special Support Assistant or Early Years Advisory Teacher (if your child has been identified as needing more support)**
- **You may prefer to talk to your child's Health Visitor or GP.**

4. How do we know what progress your child is making and how will we keep you informed? (Regulations 3a, 3b, 7 and 8)

**Monitoring progress is an integral part of what we do here at Turncroft Nursery School. Through the data collected in school we are able to look at the progress made by all of our children and within this those children with additional needs and make judgements about their rate of progress. This is monitored by our Teacher/SENCo, Miss Murphy, the Headteacher and Governors.**

**Reviews of Pupil Support Plans will also indicate the level of progress being made and any further targets which may be needed. These are discussed as appropriate with parents and professionals, as we follow the 'assess, plan, do, review' model.**

**Our designated governor for SEND is Mrs Celia Rushton. She attends termly meetings with the SENCo to receive updates and attends training on a range of subjects provided by Governor Services. Our open door policy provides parents and families with the opportunity for open discussion although sometimes an appointment is needed on occasions.**

5. How will our school support your child and how will the teaching be adapted to meet their needs? (Regulation 3d)

**We are committed to giving every child the opportunity to achieve. We do this by offering a wide ranging curriculum that is differentiated by the Key Person to support the specific needs of your child.**

**We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities. For further details of how we do this, please take a look at our inclusion policy which is also published on our school website.**

**The following points are important in terms of how we work together;**

- We will seek your consent in order to make any necessary referrals for assessment and support**
- We will discuss any concerns on a regular basis**
- We may adapt or personalise resources or staffing to meet your child's individual needs**
- We will set appropriate targets to be included in PSPs and review these with you at least termly**
- We will refer your child with your consent to the Early Help and Early Years Service and attend any relevant meetings.**

**6. How are decisions made about the type and how much support my child will receive? (Regulation 6)**

- **The types of support available may include; programmes of work, teaching assistant support, specialist input from professionals such as; Educational Psychologist, Speech Therapist, Occupational Therapist, Health Visitor and Paediatrician. Sometimes specialist equipment is required to meet children's needs and this can be sourced through the Early Help and Early Years Service.**
- **We refer children to the borough's EH & EY's Service, who advise us in determining whether children need additional support (assisted nursery place). Otherwise, children are supported by the school SENCo, Key Person and staff delivering interventions 1-1 and/or in small groups.**
- **If, through discussion with yourself, the SENCO and other staff in our school, it is agreed that your child will need specific support in the short or long term, an application may be made to the local authority for an 'Education, Health and Care Plan'. This process can be detailed on the borough's 'Local Offer' website.**
- **Meetings are held to determine the level of support required with parents and professionals in partnership.**
- **With parents' consent, information is then shared with the Education and Health Care Panel who will decide the level of support for entering primary school.**

**7. How will our school help you to support your child's learning? (Regulation 7)**

**We actively encourage you as a parent to be involved in your child's learning. Here are some of the following ways that we may support you-**

- **Through sharing information in a Personal Support Plan**
- **Through events held during the year where parents can attend our school alongside their child**
- **Practical strategies to support you and your child at home**
- **Signposting to training e.g. Makaton**

- Access to our website which has a plethora of information and useful links
- Signposting to groups who can also support the well-being of the family
- Facilitating meetings with other professionals where necessary
- By sharing your child's learning achievements using our online 'Tapestry' journal
- Support from our Family Support Co-ordinator, Mrs Sarah Roberts
- Community evenings for parents
- Progress reports for parents

8. What specialist services and expertise are available or accessible through our school? (Regulations 3e and 11)

**At Turncroft Nursery School we have an experienced staff that have accessed relevant training such as Speech and Language support.**

**We access services such as;**

- Speech therapy
- SEND Support Service and Advisory Teachers
- Educational Psychologist
- Health Professionals
- Occupational Therapy
- Social Services
- Mental Health Team
- Wish Centre
- Health Visitors
- Physiotherapy Team

**Contact details are available in our school for these partnership agencies.**

**Each year we review and refine our provision and policy. We access additional training and services as necessary to meet the needs of our children.**

**In school we have our own 'Learning Hub' which is a space used to support all of our children in specific areas which may need a boost.**

**9. How are the staff in school supported to work with children with special educational needs and what training do they have? (Regulation 5)**

**We access the local authority programme of training and development for all staff, including statutory safeguarding training.**

**We access training appropriate to the needs of our intake of children each year.**

**The SENCO has a range of experience in working with young children, their families and professionals.**

**All members of staff are trained in Makaton to help with children's communication needs. Mrs Linda Lawrence also recently attended a more in-depth Makaton course and we hope to become a certified 'Makaton Friendly' school now that face to face training has resumed following the pandemic.**

**Other training we have accessed includes-**

- RoSCo**
- ELAT**
- Let's Talk**
- Basic Signing**
- Speech and Language in Education Intensive Support**
- Behaviour Management**
- Visual Impairment**
- Manual Handling**
- First Aid**
- Training for specific medical conditions such diabetes, epilepsy and allergies**

**We have a very experienced staff who are committed to inclusive practice for all.**

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips? (Regulation 3f)

**We are committed to ensuring that all children access the breadth of activities available in school and beyond. Annual consent is requested by parents when trips are made off the school site. A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate. We are always staffed to at least the minimum requirements for adult: child ratios. Where a child has an assisted nursery place, their support assistant would accompany them on such trips. We have a large outdoor play area and varied equipment which caters for a wide range of abilities and interests.**

11. How will our school support your child's overall wellbeing? (Regulation 3g)

**The well-being of your child is central to the ethos of our school. Our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Turncroft to provide a happy, safe and caring environment. The emotional wellbeing of your child is extremely important to us and our Family Support co-ordinator Mrs Sarah Roberts is there to provide help and support to both you and your child, so feel free to contact her if you have any concerns. Key policies are available on our school website.**

**Types of support may include the following;**

- **If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners.**
- **Four of our staff are trained in paediatric first aid**
- **Use of a 'Box of Feelings' to explore emotions and circle time activities**
- **Social development for your child**
- **Staff develop warm relationships with children and model positive relationships through their interactions with others in school**
- **We have a system such as our "Star of the Week" board to encourage positive behaviour**

- **We have a key worker system and provide interventions through a smaller group support for children**
- **We monitor attendance carefully, giving support to families who may find attendance or punctuality challenging**
- **Where beneficial a Common Assessment Framework(CAF) may be written and meetings with parents and professionals**
- **Observation helps us collectively to form a picture regarding children's individual interests and preferences to maximise their enthusiasm for learning. Your contributions here are vital to us so that we can provide the best possible learning enhancements.**

**12. How accessible is our school both indoors and outdoors for children with special educational needs? (Requirement of the SEND Code of Practice)**

**Our school is fully accessible.**

**Full details are available in our accessibility policy on our school website.**

- **Carpeted Areas**
- **Changing Bed**
- **Shower facilities**
- **Disabled Toilet**
- **Loop System in 1 room**
- **Ramps for wheelchair access**
- **Building is on one level**
- **Disabled parking bay**
- **Learning Hub**



13. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

- You can access ‘taster’ sessions for your child before they start in our nursery
- We have meetings for new parents
- We have home visits prior to your child starting with us. Your child’s keyperson and another member of staff visit you at home to discuss starting school. This can be an extended visit as we are aware there may be a great deal of information to share.
- Parents stay with their child on the first day and we have a staggered intake, which is determined by the child’s age and needs
- We have specific primary school transition meetings which involve handing over information to staff from feeder schools
- We have visits from staff from feeder Primary schools where we talk about each child’s specific needs
- We take some children on transitional visits to their Primary school with support staff where this is felt to be beneficial
- We make resources such as a photograph book so that children become familiar with their new school and staff

14. Who can you contact for further information? (Regulations 9 and 13)

**Name: Miss Jennifer Murphy – SENCo**

**Mrs Elizabeth Shears - Headteacher**

**Phone: 01254 701534**

**Email: [office@turncroft.blackburn.sch.uk](mailto:office@turncroft.blackburn.sch.uk)**

**Website: [www.turncroftnurseryschool.co.uk](http://www.turncroftnurseryschool.co.uk)**

The following documents can also be found by following the web link above and going to 'Key Information' tab and clicking on 'Special Educational Needs and Disabilities';

- SEND Policy
- Accessibility Plan
- Local Offer Contribution
- Inclusion Policy

If you have concerns relating to the school provision, please speak to the Headteacher/SENCO. The formal complaints procedure can be accessed on our website.

Our Governing Body has a designated SEND Governor, Celia Rushton, responsible for reviewing practice and supporting the SENCO, she may also be contacted via the school postal address.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child.

This can be accessed at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)