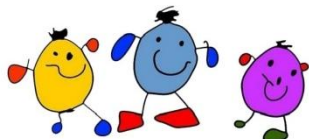


The Wharf Nursery School



SMILE PLAY LEARN

The Wharf Nursery School  
Woolsack Way  
Godalming  
Surrey  
GU7 1JG

Telephone: 01483 415220  
Email address: office@wharf.surrey.sch.uk

Headteacher: Mrs Zoë Bray

## SEN/D Information Report

We aim to:

- provide a secure a welcoming environment for children and their families, where children enjoy playing and learning together.
- set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our school community.
- treat each child as an individual and make their first experience of school as happy and as stimulating as possible.
- encourage parents to see themselves as partners in their child's learning, who have a unique understanding of their child and who have a vital role to play in their child's development.
- provide experiences that build on the child's natural learning process and on the knowledge and skills they bring with them to nursery school.
- foster an ethos of respect for the culture, background and beliefs of all our families.

Questions	School Response
□ <b>The kind of SEN/D is provided for</b>	□ We are a mainstream, inclusive nursery school that fully complies with the requirements outlined in the Special Needs Code of Practice (2014). Staff have experience in supporting children who may have difficulties with: <ul style="list-style-type: none"><li>- Cognition and Learning</li><li>- Communication and Interaction</li></ul>

		<ul style="list-style-type: none"> <li>- Social, Emotional and Mental Health</li> <li>- Sensory and Physical</li> </ul> <p>□ We make reasonable adjustments to our practice so as to comply with the Equality Act (2010)</p>
	<p>□ <b>Policies for identifying children with SEN/D and assessing their needs</b></p>	<ul style="list-style-type: none"> <li>□ Each child has a key person (a class teacher or nursery nurse) who regularly monitors the child's progress through the Early Years Foundation Stage curriculum. We follow an Assess, Plan, Do, Review model to meet the learning needs of all our children.</li> <li>□ We aim to work in true partnership with parents/carers to identify any child's potential need for additional support, whilst acknowledging that our children are very young and all children develop at different rates.</li> <li>□ We have an open door policy where parents/carers are welcomed and encouraged to discuss any concerns they may have with their child's key person, the SENCo (Special Needs Coordinator) or the Head teacher.</li> <li>□ Our SEN/D Policy and Waves of Provision document can be found on our website.</li> <li>□ Our school SENCo is Mrs Penny Macland she can be contacted on 01483 415220 or via email : <a href="mailto:SENCo@wharf.surrey.sch.uk">SENCo@wharf.surrey.sch.uk</a></li> </ul>
		<ul style="list-style-type: none"> <li>□ When the nursery school and parents/carers identify the need for additional support to enable a child to make progress an informal meeting takes place in order for the parents/carers, key person and SENCo to agree a plan of support, an Individual Support Plan (ISP) and to initiate SEN/D arrangements. We follow the guidelines set out in SCC's Graduated Response (September 2023).</li> <li>□ The ISP outlines what additional provision will be put in place; what the child can be expected to achieve; who will support the child and for how long. The child's progress is continually monitored and regularly reviewed with parents/carers.</li> <li>□ When necessary, and with parental/carer consent, external agencies will be called upon. Advice might be sort from a range of professionals including: Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers and other health personnel. Once involved with the child external professionals become part of the provision supporting the child and are closely involved in monitoring and evaluating progression.</li> <li>□ Our SEN/D policy outlines this process in greater detail.</li> <li>□ Our governors are responsible for monitoring the effectiveness of the provision for children with additional needs. We have an identified SEN/D Governor.</li> </ul>
	<p>□ <b>Arrangements for consulting parents</b></p>	<ul style="list-style-type: none"> <li>□ We have an open door policy - parents/carers are welcome to speak informally on a daily basis with class teachers, nursery nurses and the SEN/D team. More formal meetings can usually be arranged at short notice.</li> </ul>

	<p><b>of children with SEN/D and involving them in their child's education</b></p>	<ul style="list-style-type: none"> <li>□ In addition, parents/carers are invited to a termly meeting to discuss their child's progress. Each child's experience is record via Tapestry and available for parents to view online each half term.</li> <li>□ In keeping with our open door policy, the SENCo is always available to discuss any specific concerns.</li> <li>□ Professional observations help to track progress and personalised targets are reviewed with the SENCo half-termly.</li> <li>□ Where appropriate, Annual Reviews are held to evaluate the provision made for a child who has an Education Care and Health Plan (ECHP).</li> <li>□ Parents/carers are invited to contribute to nursery school life in a number of ways. For example, parents are encouraged to help raise money for the nursery, to support in the nursery classroom and on outings. We also regularly seek parental opinion through the completion of questionnaires and parents are invited to join working groups to create some school policies (e.g. our Single Equality Scheme and SEN/D Policy). Our governing body includes parent governors and parents/carers are invited to help on our annual school trip. Finally, parents are encouraged to share their child's achievements on our 'Super Stars' celebration board and in their child's online Learning Journey (Tapestry).</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Arrangements for deciding how much and what type of support my child will receive</b></li> </ul>	<ul style="list-style-type: none"> <li>□ Once it has been established that a child needs additional support we have a carefully planned programme which involves parents/carers and key staff from the onset. Decisions about each child are made with full parent/carer involvement. A one page profile and child-centred Surrey Support Plan is produced in consultation with parents/carers so that all nursery staff have a clear overview of the whole child. This includes the child's Individual Support Plan. The Head teacher and SENCo work closely with parents/carers and other outside agencies to discuss the child's needs and how best to support them. Children contribute to this process through appropriate play based activities. Targets are regularly discussed, monitored and evaluated, often in consultation with outside agencies such as the Educational Psychology Service.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Arrangements for supporting children in moving between phases of education</b></li> </ul>	<ul style="list-style-type: none"> <li>□ The transition from home to nursery is key. We take great care to welcome each child and their family into our nursery community. A carefully planned and flexible programme of home visits and nursery play sessions is tailor made to suit each individual child. During this time families have the opportunity to get to know key people and the SEN/D team in an informal way.</li> <li>□ When each child moves onto their next setting individual transition plans are put in place. These might include additional sessions where the child has the opportunity to play with their new teacher in nursery and to visit their new school supported by a member of our nursery team. At this stage, each child's detailed records and good practice are shared with parents/carers, the receiving class teacher and/or new</li> </ul>

		<p>SENCo.</p> <ul style="list-style-type: none"> <li>□ We have very good relationships with our local feeder infant and primary schools, including providers of specialist education.</li> <li>□ When appropriate, we liaise with the Physical and Sensory Support Service in order to make an assessment of the next setting.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>How are adaptations made to the curriculum and the learning environment</b></li> </ul>	<ul style="list-style-type: none"> <li>□ We adopt a graduated approach to meeting needs through a policy of child-centred, quality first teaching, which aims to meet the individual needs of each child where possible; this might include making adaptations to the physical environment and/or resources as well as differentiating learning. Every child is assessed on an individual basis; individual targets are created and activities are planned to encompass a range of needs and abilities.</li> <li>□ We aim to have a balance of adult-lead and child initiated activities.</li> <li>□ We believe that every child, whatever their need, has much to learn from being integrated into a mainstream nursery setting.</li> <li>□ We have an Accessibility Plan in place and as such consider our nursery school to be fully accessible. We have a purpose built setting which includes the following provision: <ul style="list-style-type: none"> <li>- Disabled parking bay next to our building</li> <li>- 'No-step' access at all entrances and exits making the building fully wheelchair accessible</li> <li>- Our upstairs areas are accessible by lift</li> <li>- All children's areas are on the ground floor</li> <li>- Distraction free room for 1:1 or small group work</li> <li>- Multi-Sensory room</li> <li>- Soft play room</li> <li>- Separate accessible toilet, change area and shower room</li> <li>- Centrally located adult accessible toilet</li> <li>- Brightly painted door frames to support visually impaired children/ adults</li> <li>- Multi-language signs around the nursery</li> <li>- Safety soft surface in the garden</li> </ul> </li> <li>□ Our policy and practice adheres to the Single Equality Act 2010.</li> <li>□ Where possible we try to find other adults who can translate for non-English speakers or make use of online translation tools.</li> </ul>

<p>□ <b>The training and expertise of staff to support children with SEN/D</b></p>	<ul style="list-style-type: none"> <li>□ Our specialist staff includes a part time SENCo who is a qualified teacher and 6 part-time SEN/D nursery support assistants who have a high level of experience and expertise. We aim to ensure that all staff working with children who have SEN/D possess a good working knowledge of the area of need in order to help support access to the curriculum.</li> <li>□ We have a close relationship with a range of early years peripatetic services which includes Portage Teachers, LEAP practitioners (SEES), Early Years Support Service, Educational Psychologists, Speech and Language Therapists, REMA, Occupational Therapists, Physical and Sensory Support Service, Family Centre Outreach and social care. If a child needs a very specialist service we strive to explore available provision.</li> <li>□ We have an excellent relationship with the medical staff at the Child Development Centre at the Royal Surrey County Hospital.</li> </ul> <p>We believe that on-going staff training is crucial in order to support our children's well-being. We have regular staff meetings to discuss the needs of children and with updates on SEN/D developments, both national and local.</p> <ul style="list-style-type: none"> <li>□ Our SENCo has attained the level 7 National Award for Special Needs Coordination (2014) and has completed the Advanced SENCo Leadership Programme (2018).</li> <li>□ All staff are offered regular training opportunities. Recently these have included: <ul style="list-style-type: none"> <li>- Makaton training</li> <li>- PECS Awareness and Level 1 training</li> <li>- Paediatric First Aid</li> <li>- Behaviour Management</li> <li>- Promoting Children's Understanding</li> <li>- Supporting Autistic Children in the Nursery</li> <li>- High Attention Approach to working with children with autism</li> <li>- Supporting Vulnerable Children</li> <li>- Positive Touch</li> <li>- Sensory Processing</li> <li>- Attachment Awareness in Practice</li> <li>- Building Resilience in Attachment Aware Settings</li> <li>- Emotion Coaching</li> <li>- Understanding children and young people's mental health</li> <li>- Talking about death</li> </ul> </li> </ul> <p>ELKAN Level 3 Award in Speech and Language Support for 3-5s (2019)</p>
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		<p>Spotlight on trauma and what it might look like in young children</p> <p>Building wellbeing and resilience</p>
	<p>☐ <b>Evaluating the effectiveness of provision for children with SEN/D</b></p>	<p>☐ Support interventions are monitored and their impact on each child's progress is evaluated as part of our Assess, Plan, Do, Review cycle.</p> <p>☐ We ring fence eight 15-hour places to support 'named' children who are known to have SEN/D but who have not yet been fully assessed. Early Intervention Funding (EIF) is secured in the term before the child joins the nursery to ensure appropriate support is in place when they start. EIF can be requested to enhance ratios in order to support other children if needed. Each child is assessed on an individual basis.</p>
	<p>☐ <b>How are children enabled to engage in activities</b></p>	<p>☐ Children with SEN/D are regarded as full members of our nursery school community and our provision is inclusive. Children have full access to the environment, resources, staff, activities and outings.</p> <p>☐ Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where appropriate, parents/carers are consulted and involved in planning.</p> <p>☐ Thorough risk assessments are made of off-site activities.</p>
	<p>☐ <b>What support will there be for my child's overall wellbeing?</b></p>	<p>☐ Key people play an important role in nurturing each individual child's emotional and social development. Particular focus is given to making relationships, enjoying play and exploring, becoming an active learner and acquiring the confidence to be creative and to explore ideas.</p> <p>☐ Where appropriate, enrichment groups support children who may need a boost to develop their confidence or skills in building relationships. For example, yoga, PAT dog visits or nurture groups.</p> <p>☐ We have clear medical procedures outlined in our Administration of Medicines policy.</p> <p>☐ Medical Care Plans are produced in collaboration with parents and where appropriate, medical practitioners, for children with specific conditions e.g. Epilepsy / diabetes / severe nut allergy.</p>
	<p>☐ <b>Arrangements for handling complaints about provision for children with SEN/D</b></p>	<p>☐ Parents/carers are encouraged to share their concerns with their child's key person or any other member of the nursery classroom team.</p> <p>☐ Further support can be obtained from the SENCo or SEN/D team.</p> <p>☐ The Head teacher/ Governors can be contacted via the school office (<a href="mailto:office@wharf.surrey.sch.uk">office@wharf.surrey.sch.uk</a>).</p> <p>☐ Further information about the support and services for children with SEN/D and their families can be obtained from <a href="http://www.surrey.sendo.co.uk">www.surrey.sendo.co.uk</a> ; Surrey Family Voice <a href="http://www.familyvoicesurrey.org">www.familyvoicesurrey.org</a> , SEN/DD Advice Surrey (SAS) and Surrey Information Advice and Support Service (SIASS).</p>