

# **ABBEY PARK FIRST, NURSERY and PRE- SCHOOL SEN Information Report**

*ABBEY PARK FIRST AND NURSERY SCHOOL IS A MAINSTREAM SCHOOL WITH AN INCLUSIVE ETHOS.*

## **1. WHAT SPECIAL EDUCATIONAL NEEDS & DIFFICULTIES ARE CATERED FOR AT APF&NS?**

As stated in the SEND Code of Practice (2014), Special Educational Needs and Difficulties can be considered as:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties
4. Sensory +/- Physical Needs

In Pre-school and Nursery, using EYFS Early Support Tracking, these needs and difficulties can be considered as:

1. PSED.
2. Communication.
3. Physical.
4. Thinking.

## **2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Abbey Park First, Nursery & Pre-School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Close liaison with Pre-school setting or previous school.
- Working within steps 1-6 on EYFS early Support Tracking Document.
- Early Learning Goals not met.
- Child performing below 'age expected' levels or equivalent as assessed by class teachers as part of on-going assessment of all pupils.
- Observation of and concerns raised regarding social and emotional issues which are affecting performance.
- Concerns raised by a parent.
- Use of tools for standardised assessment such as: Language Links, Worcestershire Dyslexia Pathways screening.
- Assessment by external agencies e.g. for physical/sensory issues, speech, language and interaction difficulties, dyslexia or dyspraxia, etc.
- A Statement of Special Educational Need (converting to Education, Health and Care Plans - EHCP), whereby highly personalised needs have been clearly identified by a variety of professionals. Placement in our school is a decision made by the

### **3. HOW DO I RAISE CONCERNS IF I NEED TO?**

Talk to us! Contact your child's class teacher in the first instance to make an appointment to discuss your concerns. You may also like to contact a member of the SEND Team, which consists of Lou Chance (SENCO at APMS), Claire Mitchell (Head of School at APFS and Intervention teacher) and Sati Witts (EY's and 1<sup>st</sup> school SENCo). Contact details are: [lc@abbeyparkmiddle.worcs.sch.uk](mailto:lc@abbeyparkmiddle.worcs.sch.uk)

[cm@abbeyparkfirst.worcs.sch.uk](mailto:cm@abbeyparkfirst.worcs.sch.uk)

[sw@abbeyparkfirst.worcs.sch.uk](mailto:sw@abbeyparkfirst.worcs.sch.uk)

and they can all be reached on telephone number 01386 552722.

### **4. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

- Full access to the curriculum will be provided through differentiated planning and teaching by class teachers, with support in implementation given by Teaching Assistants and Learning Support Assistants, sometimes within the class setting and sometimes within small group work or 1:1.
- Children identified as having SEND will be provided access to specific resources e.g. coloured overlays, voice recording resources.
- From time to time groups of children will be withdrawn from class to work with our Intervention teacher in a quiet, distraction free environment.
- On-going training and support will be given to teachers and teaching assistants by the SEND team and outside agencies, to ensure pupil's needs are met.
- Where necessary advice from outside agencies will be sought and recommendations will be discussed by the relevant class team and acted upon.
- The Head Teacher and Governor for SEND rigorously monitor the progress of all children with SEND.
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The Chair of Governors and the governor responsible for SEND also meet regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA information.
- The governors agree priorities for spending within the SEN budget, the Pre-school and Nursery GR (Graduated Response) budget, the Pre-school and Nursery Early Years Pupil Premium (EYPP) with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- If your child is identified as having SEND then you will be offered the opportunity to attend Termly Progress Meetings or TAC meetings for Pre-school and Nursery children.
- Pre-school and Nursery children may also be referred to the Pre-School Forum.
- Class teachers are always happy to discuss your child's needs if you have questions

#### **4b. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being.
- Our Headteacher, SENCo's and Pupil Premium Co-ordinators will oversee the progress of any child identified as having SEND to ensure that they achieve their potential.
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

#### **4c. WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCo to discuss support in more detail if required.
- 'Stepping Stones' (Individual Provision Maps) will be shared with you and your child/ren.  
Pre-school and Nursery parents will also be kept up to date with their child's position on the EYFS Early Support Tracking Document.

#### **4d. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL VISITS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school visit, depending upon the child's individual needs. If it is not deemed appropriate that a child should participate in a visit, then an alternative activity should be organised, so the experiential opportunity reflects that of the visit.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

#### **5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING ?**

##### **5a. WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Pre-school and Nursery children have individual "risk assessments" in

- The school also accesses an Early Intervention Family Support worker from the Early Help Team.
- School can access help from the Pre-school Forum for Pre-school and Nursery children.

#### **5b. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school works closely with the Behaviour Support team who provide training as deemed appropriate e.g. Team Teach and by providing 'home' support to parents if necessary including offering 'Triple P' parenting sessions via the Early Intervention Family Support Worker.
- In some instances, the school may draw on additional resource provision e.g. the local Pupil referral Unit.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team and Children's Services if this becomes a concern.

#### **5c. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Children who have IPMs or PSPs are invited to discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conferences.
- If your child has an EHCP (Education and Health Care Plan), their views will be sought before any review meetings (age appropriate).

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council or Eco-Committee as well as hold other positions of responsibility, by their class or teachers.

## **6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:
  - Behaviour Support Team and Learning Support Team;
  - Health services including: GPs, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists;
  - Children's Services including: Early Help teams, Pre-school Forum, social workers, educational psychologists and specialist advisory teachers.

## 7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against age related expectations on a half-termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Pre-school or Nursery through to Reception and on into Year 6, using a variety of methods. There is also a seamless tracking method from Pre-school to Nursery if children transfer to us. Please ask the school if you require any further details.
- By regularly reviewing children's targets on IPMs and ensuring that they are being achieved and also through verbal feedback from the child and adults working with them to build a wider picture of progress. In Nursery and Reception, daily observations against children's targets are also recorded in Learning Journeys.
- Pupil Progress Meetings are held each half-term between each class teacher and the Headteacher or Deputy Headteacher, SENCo or EY's co-ordinator. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At APF&NS, we carry out a Language Assessment (Language Link) on all our children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable us to monitor their progress and implement the required support
- Where specific needs are apparent, the school has access to a range of specialist support agencies which can explore a child's difficulties in more depth. For example, the Learning Support Team and Educational Psychology service.
- The Headteacher and SENCo's report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and makes monitoring visits to the school. They also report back to the Governing Body.

## **8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP**

### **ME TO SUPPORT MY CHILD'S LEARNING?**

#### **8a. WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- You are welcome to make an appointment to meet with either the class teacher and/or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home-school diary/Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff every day.
- In Nursery and Reception, parents have the opportunity to come and work alongside their child twice a week and to look at their child's Learning Journey.
- Your child may have a 'Stepping Stone' (Individual Provision Map (IPM) that will have their individual targets. This is discussed with you on at least a termly basis. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When your child's 'Stepping Stone' (IPM) is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

## **9. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way possible.
- The specific training held by support staff includes: Team Teach, Attachment training, Speech and Language training, Clicker 5, amongst others, and are regularly updated.



- The school also operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.

## **10. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- All areas of the school are accessible by wheelchair. Ramps are provided as alternatives to steps.
- A disabled parking bay is available on the school driveway.
- Accessible toilet facilities are available and there is also a wet room where changing facilities have been installed.
  
- If you have specific access queries or concerns please speak with us.

## 11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Pre-school, Nursery and Reception, the Headteacher, Early Years Co-ordinator and Nursery teacher hold a meeting for parents in the Summer Term and again in Early Autumn.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Abbey Park First & Nursery School. The Nursery Class teacher and TA's arrange home visits in the Summer term in order to help children, parents and staff to get to know each other. Some Reception children are also given this opportunity if it is seen as being helpful.

There are also four transition dates when children joining Nursery or Reception can spend an hour with their new peers and their new teacher in their new setting. These dates are scheduled in the Summer Term and parents are informed by letter.

Both Early Years settings have a "Transition Booklet", which allows children to see photos of the environment, some of the activities available and the staff.

Vulnerable pupils or those with SEND will be given extra transition dates or visits with their parents if this is seen as being helpful.

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately.
- If your child has complex needs, then a Statement, EHCP review or a TAC meeting will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Abbey Park Middle Schools also runs programmes specifically tailored to aid transition for the more vulnerable pupils at the end of this stage of their education.

## **12. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- General information relating to SEND can be found on the school website within the SEND policy. This can be found on the policy page of the school website. **HYPERLINK HERE**
- For more specific queries, you should discuss matters with your child's class teacher in the first instance.
- Further information is available from the SENCo (Nikki Poole), Nursery SENCo (Sati Witts), Headteacher (Lynn Evans) or in exceptional circumstances, the SEN Governor (Emily Wood).
- The school has a complaints policy which is available on the policy page of the school website. **HYPERLINK HERE**
- You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<http://worcestershirelocaloffer.org.uk/>

Special Educational needs and Disabilities information advice and support service

<http://www.worcestershire.gov.uk/info/20208/sendiaass>

Contact IPSEA (Independent Parental Special Education Advice)

[www.ipsea.org.uk/](http://www.ipsea.org.uk/)



**13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Please contact the Officer Manager for further information about the school and to arrange a meeting with the Head Teacher (Mrs L. Evans).

Tel No: 01386 552722