

# Brougham Street Nursery School

## SEND Information Report

### 2020

The SEND Information Report has been written as a response to the Local Offer. This outlines what we provide as a school to all children with an identification of SEND.

What is the Local offer?

North Yorkshire County Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.

All schools are required to provide information to parents on how to seek additional support beyond that which is 'normally available' for their child.

The main aim of the local offer is to enable families to see readily the support they can expect locally without having to struggle to find the information. If there is any information that you would like to know that is not on the website then please do not hesitate to contact Mr Michael Pettavel (SENCO and Headteacher).

The North Yorkshire Local Offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

At Brougham Street Nursery School it is our aim:

- For all children to be included in and to have access to a broad, balanced and age-appropriate curriculum.
- For children to achieve the very best they are capable of.
- For children to experience a wide range of activities leading to greater independence and decision making.
- For children to be happy, confident and demonstrate continuous personal development.
- For children's individual needs to be identified early and for these needs to be met within school in order to ensure that all children make good progress.

Our latest OFSTED report and our Special Educational Needs policy can be found on our school website – [www.broughamstreetnursery.org.uk](http://www.broughamstreetnursery.org.uk)

The following information briefly outlines SEND (Special Educational needs and Disabilities) provision at Brougham Street Nursery School.

	North Yorkshire 'offer'	School 'offer'
Inclusion Quality Mark	Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefitting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.	Brougham Street Nursery School has achieved the Inclusion Quality Mark (IQM). This demonstrates the importance that the school places on meeting the needs of all learners. For more information about the North Yorkshire Inclusion Quality Mark -speak to Mr Michael Pettavel, <b>Special Educational Needs Co-ordinator (SENCo)</b> .
Universal Provision	High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	All staff at Brougham Street Nursery School are committed to providing quality first early years teaching so that all children can make good progress with their learning. The learning environment and focused learning activities are carefully differentiated to meet the needs of all children whatever their learning style. Staff employ a variety of teaching styles and resources during sessions to support children's learning. The school places great importance on the fact that children learn in different ways. <b>Our SEN Governor is Lucinda Long.</b> <b>Please speak to the school's SENCO, Mr Michael Pettavel if you would like to discuss this further.</b>
Recording Provision	Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:- details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.	Children who have been identified as needing some additional support will have individual targets. These will sometimes be recorded on an Individual Learning and Provision Plan (ILPP) detailing their specific targets and the provision made for them within the Nursery environment in order to support their all-round care and development. This will be developed and reviewed in partnership with parents and other relevant professionals on a regular basis throughout the year. When children have other professionals working with them, these targets will be used to guide provision and planning.
Interventions	Schools use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you: what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom); how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.	At BSNS we are able to offer a wide variety of interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Staff receive regular training and support provided by a number of different agencies.
Extra Adult Support	There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will	At BSNS all staff are skilled and experienced in supporting both individual and groups of children. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent within the Nursery environment. Staff receive training in different areas of SEND

	be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.	throughout the year and as required. Funding is applied for in a timely way to ensure children receive the support they need whilst at nursery.
Expected Progress	All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.	Whilst in Nursery each child's progress is carefully monitored and measured in relation to the expected stages of development for their age. In order to ensure all children develop appropriately we monitor progress regularly and discuss progress with parents termly. Whilst recognising that each child is an individual and patterns of progress are varied some additional support may sometimes be needed. We would discuss your child's needs with you at the earliest opportunity and review regularly contact any advisory or support services as appropriate and continue to review their progress regularly with you.
Support from other agencies	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help the m to meet your child's needs you will be informed and asked to give your consent.	Sometimes it will be helpful for school to request some additional support from an outside agency. BSNS has established excellent working relationships with professionals from the following agencies: <ul style="list-style-type: none"> <li>o Early Years Advisory Service</li> <li>o The Educational Psychologist</li> <li>o School Nurse and Health Visitor</li> <li>o Sensory, Physical and Medical Teaching Team</li> <li>o Speech and Language Therapist</li> <li>o Physiotherapist</li> <li>o Occupational Therapists</li> <li>o Paediatrician</li> <li>o ASCOSS – Autistic Spectrum Condition Outreach Service</li> </ul> Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents. Lorraine Caswell is our ECAT (Every Child a Talker) specialist. In recent years the Nursery has been highly engaged with an Early Intervention Language project resulting in extensive training in supporting children with Speech, Language and Communication difficulties such as Selective Mutism, English as a Second Language, using Visual Timetables. PECS and Makaton.
On-going communication with parents	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include: regular contact through a home-school book or by email to keep you informed of things that are going well or particular successes; more regular meetings to update you on your child's progress and whether the support is working; clear information about the impact of any interventions; guidance for you to support your child's learning at home.	Regular contact with parents is especially important for children with SEND. All parents are offered the opportunity to to discuss their child's progress and targets at an initial settling meeting after their first half-term in school and each term after that. For children with SEND, communication may take place on a more regular basis e.g. through the use of a home/school book or contact with the class teacher/Key Person before or after school. In addition parents are fully included in the drawing-up of any Individual Learning and Provision plans, (ILPP); in the on-going review of these plans and in any liaison with outside support agencies.
Inclusion Passports	Many schools use Inclusion Passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.	The Transition Record summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. Through the use of Tapestry learning journals, teacher visits, additional opportunities for children to visit their new school, discussions with teachers and parents and on occasion the application for transitional funding children are well supported in starting their new school.. Smooth transition into primary school and helps to ensure that on-going progress is maintained.

Parent Partnership	A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Co-ordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.	The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 0845 034 9469.
Statutory Assessment	For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail	From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request an Education Health Care Plan (EHCP) in order to provide the long-term support a child may need. Parents can also make a request to the local education authority
Key Contacts	All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.	At BSNS we operate an 'open door' policy. Parents and carers are encouraged to speak with Head teacher, Class Teacher or Key Person about any concerns they may have. An appointment will be made at the earliest opportunity if timing is not immediately convenient. They will be able to discuss any support your child is receiving with you. If you wish to discuss your child's needs please contact Michael Pettavel (SENCo ) who will be able to talk about how BSNS can support children with SEND.