



LOCAL OFFER
Special
Educational
Needs &
Disabilities (SEND)
READING



SEN Information Report / Local Offer Submission 2020-2021

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Caversham Nursery School

Address: 114 Amersham Road Caversham Reading RG4 5NA

Telephone: 0118 9375429

Email: admin@cavershamnursery.reading.sch.uk

Website: <http://www.reysfederation.org/caversham-nursery-school>

Ofsted link:

3-5's <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109750>

0-3's <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY479686>

Head of School: Mrs Jean Read (on secondment)

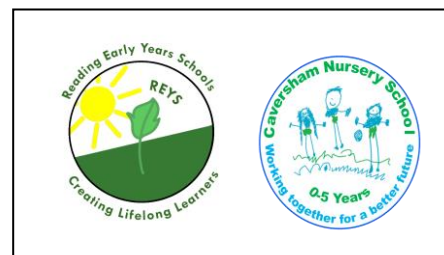
Nursery Manager: Shauni Clifford

SENCo: Miss Kate Wiggins

Contact: inclusionmanager@reysfederation.org

0118 9375429

Date of latest Accessibility Plan: 2020-2023



Date completed: 2020

By whom: Name: Kate Wiggins

Role: Inclusion Manager

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

We are a long established Nursery School within a purpose built site which has open access to the garden for all children to have a free flow play experience. We have a wonderful team of fully qualified and trainee Early Years Practitioners plus a Leading Teacher. We are really proud to be one of just five Nursery Schools in Reading. This means that we are a School run by Reading local authority with a head teacher and teacher and have a section 5 Ofsted Inspection just like a Primary or Secondary School would have. We are also unique as we offer all year round care and education for children from birth to five. We are formally federated with Blagdon Nursery School and New Bridge Nursery School which has the highly successful Snowflake Centre - a resource for young children with Autism. Together the three federated nurseries are formally known as REYS; Reading Early Years Schools. REYS shares an executive head teacher and Inclusion manager and shares expertise and leadership across the federation.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	Caversham Nursery School currently has several children who have an identified special educational need or who are being monitored closely for extra support. Needs include language and communication delays, Autism spectrum condition, Cerebral palsy and Spina Bifida as well as general developmental delay. <u>Supporting children with medical conditions</u> We follow the guidelines of the Equalities Act (2010) to support children with medical conditions who are disabled. We support children who have medical conditions following our medical policy.
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	How do you know if a pupil has SEN? How will I know if my child is receiving SEN support?	Children are identified early on for needing extra support by the key person who assesses a child when they start against the Early years outcomes and records a baseline assessment. An expression of concern form will be completed and given to the SENCO to assess what extra support has been put into place and to identify what needs to happen next. If your child needs any extra support parents will know early on through focus child meetings with the key person. These occur roughly every 6 weeks. If a child requires more specified targeted support or outside agency referrals, a meeting will be set up with the SENCO, parents and key person and this will be reviewed termly.
3.	Information about the school's	Where can I find information	Please visit our website http://www.reysfederation.org/policies

	policies for making provision for pupils with SEND whether or not pupils have EHC plans	about the school SEN Policy?	
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>Our ‘In the moment planning’ curriculum which we follow throughout the nursery is tailored to meet the needs of all children by ability not age. Children’s interests and next steps are followed closely to ensure that timely and purposeful interventions are addressed straight away. This allows our SEN children to make exceeding progress.</p> <p>Children’s progress is assessed and analysed by the lead teacher and Inclusion Manager on a termly basis and actions put into place. Each child is a focus child once every 6 weeks allowing parents to share achievements and to ask questions being fully involved in their child’s learning. Observations are carried out regularly and assessed against scales of well-being and involvement. Any changes in these levels have a direct action of ‘time in’ where practitioners focus on that child ensuring that all their needs are being met.</p>
3b.	The school’s arrangements	How do you check and	Children’s progress is reviewed in line with the termly data for all children. Termly meetings with parents of SEN children allow an

	<p>for assessing and reviewing the progress of pupils with special educational needs</p>	<p>review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>additional opportunity to look at progress against specific targets and adjusted accordingly. Focus child meetings with the key person allows parents to be involved in all aspects of their child's learning and an on-line learning journal gives parents the opportunity to log in whenever they want to see their child's observations, photos and videos.</p>
3c	<p>The school's approach to teaching pupils with SEND</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>In the moment planning allows teachers time to meet all children's needs often on a 1:1. Children know the teachers are always available to have time in with them when they need it. There is a good ratio of staff to children and a nurture assistant for SEND children who need additional support more often. Key persons know their children's attainment levels and next steps and address there every day when it is needed, in the moment. Our open door policy allows parents to come in at drop off time to talk with their child's key person or for a more formal discussion an appointment can be booked with the lead teacher and Inclusion Manager. Regular focus child meetings with the key worker are organised roughly every 6 weeks. Observations on the on-line Tapestry account also have a home activity added so that parents and Nursery learning is linked and meaningful.</p>

3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>Our modern, purpose built nursery is accessible to all children. There are wide open doors for access and no steps. Good lighting and ventilation make it a comfortable environment and furniture is minimal and well positioned allowing all children access to the provision on offer. The indoor and outdoor provision is open and accessible for the majority of the nursery session.</p> <p>Following in the moment planning, each child's needs are matched by following the child's interests and using a key person system allows practitioners to know the children exceptionally well and their next steps. Home visits and nursery settling in sessions allow the parents to handover all important information as well as to stay with their child and assess how they are managing in a new environment. Any issues identified can then be addressed before a child starts. Outside agency advice is sought in the event of more specific needs such as visits from physio therapists, Occupational therapists, speech and language therapists, educational psychologists, Autism outreach services and referrals made where more specialised support is needed either for the child or family.</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p>	<p>If the Nursery cannot meet a child's specific needs with the provision in place, the Inclusion Manager can apply for additional funding from the local authority to help buy in extra support. This support is given on a needs basis to help children access the curriculum and achieve their potential and is usually shared between several children with an identified need. This will be discussed with the parents at a meeting with the Inclusion Manager called an ISP meeting (Individual support plan).</p>

		<p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Caversham Nursery's latest OFSTED reports: "Children who have special educational needs and/or disabilities make excellent progress. The special educational needs coordinator draws on the advice of a range of other appropriate professionals and resources to provide carefully tailored extra support that closely matches these children's varied needs."</p>
3f	Activities that are available for pupils with SEND in addition to those available in	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my</p>	<p>The nursery offers wrap around care in the form of breakfast and after school club between the hours 8-6 and including lunch club. This allows parents to choose a flexible routine that matches the family and child's needs paying for any additional hours they require. Parents also can choose term time or all year round contracts so children can attend during the holidays.</p> <p>Trips and visits are organised to include all children and appropriate</p>

	<p>accordance with the curriculum</p>	<p>child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>supervision is put in place to manage this.</p>
3g	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At Caversham Nursery we are recognised for our work to promote pupils' personal development and welfare. OFSTED report that "<i>Staff know each child and family very well and use this to foster children's growing independence</i>" and "<i>Staff enable children to demonstrate considerable responsibility for themselves and their actions.</i>"</p> <p>The early year's curriculum focusses on children's prime areas- language, physical development and personal, social and emotional development and this is where support is mainly aimed. Any child not at age related in these areas is given 'time in' from all adults to ensure children's overall wellbeing is met and progress made.</p> <p>Children's behaviour is exemplary and adults support any child with big emotions or difficulties through modelling and discussion. A 'time in' approach is used where a child needs extra support.</p>

4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Kate Wiggins- Inclusion Manager inclusionmanager@reysfederation.org</p> <p>There are many people you will find it helpful to talk to. Primarily the child’s key person will hold the most knowledge about your child and their progress and development and will share any concerns with the teacher/Inclusion Manager. If more support is needed or your child is identified as working below their expected age in the curriculum, a meeting with the Inclusion Manager would be the next step. She will be able to sign post you to other useful information and help direct you at every step if outside agency referral is needed.</p>
5.	Information about the expertise and training of staff in relation to children and young people	<p>What training have the teachers and other staff who support children and young people with SEND</p>	<p>Our key persons and nurture staff are all level 2 or 3 trained or above in childcare education and care. Many of our staff have been at this setting for many years and are very experienced in SEND. Staff are active participants in on-going training and professional development.</p> <p>The teacher in the pre-school room has a teaching qualification at degree level and the Inclusion Manager has a teaching qualification and Masters level certificate in SENCO. Outside agencies and outreach</p>

	with SEND and how specialist expertise will be secured	had?	are often used where further advice or support is needed.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	Advice will be sought as to what equipment or facilities are needed and where to source them from. A child needing equipment of a specialised nature may require an assessment for an Education, health and care plan (EHCP) where health and education agencies work together to ensure a holistic approach to a child's needs and care.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	Termly meetings with the Inclusion Manager will ensure that parents are involved in staying up to date with their child's progress and helping to make decisions on next steps. The Inclusion Manager will plan with feeder schools your child's transition and discuss any referrals with you.

8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Our In The moment planning approach allows children to lead their own learning through what they are interested in. Practitioner’s accurate and effective assessment underpins all teaching. Key people know each child very well because they routinely check each child’s understanding and act immediately to help children take important next steps in their learning. As a result, children make rapid progress across the areas of learning.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact for further information? Who can I contact if I am not happy about the SEN provision made for my child?	Please look at the website for further information about the nursery or contact admin by e-mail on phone on page 1 of this document. The Inclusion Manager will be able to help you with any SEND queries or for our complaints procedure please see the link below. http://www.reysfederation.org/policies and find the complaints policy in the Policies section.
10.	How the governing body involves other bodies	Who else provides services in school for	The Inclusion Manager will contact other services involved in your child’s care and invite them into nursery to help support us and your child. This might include speech and language therapists, Physio or Occupational therapists or Portage workers for example. We can offer

	<p>including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>families an early help referral where they may need more social support such as parenting or a family worker. Where a referral to an outside agency has been made, we support the assessment process by meeting with professionals in the nursery setting where a child can be observed and through discussing a child’s strengths and needs, sharing information.</p>
<p>11.</p>	<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Reading services guide: http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</p> <p>Reading local offer: http://www.reading.gov.uk/localoffer</p> <p>Early years providers: http://www.reading.gov.uk/article/10747/Early-Years</p> <p>Support for families: www.parentingspecialchildren.co.uk</p> <p>Autism advisor for reading: jenna.redmond@reading.gov.uk</p> <p>Support for parents and carers of children with Autism:</p>

			<p>www.autismberkshire.org.uk</p> <p>General information about the Child and adolescent mental health service. https://www.berkshirehealthcare.nhs.uk/camhs/default.asp</p> <p>CYPIT https://www.berkshirehealthcare.nhs.uk/display-menu-listing/?areald=2518</p>
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	<p>We work very closely with our local feeder schools and other schools in Reading to ensure transitions to school happen in a timely and planned out way. We invite teachers and SENCO's into nursery to meet the children and provide extra support for children with SEN where this is needed such as extra transition visits to school. Information is shared between the settings and we offer follow up support for any schools wishing to seek extra help following the move. Transitional education, health and care plans can be applied for ready for a child starting a new setting.</p>
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY	Where can I find out about other services that might be available for our family and my child?	<p>Reading local offer: http://www.reading.gov.uk/localoffer</p> <p>Reading services guide: http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</p>

	AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)		
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Parents are asked to fill out a questionnaire every 6 weeks to share with us their child's successes and development points. Parents are then invited in to review their child's progress with the key person. Parents have access to their child's observations and assessments using an on-line learning journal to document the teaching and learning that takes place.</p> <p>Specific Individual education support plans which share a child's agreed outcomes will be reviewed every term or sooner if needed with the key person and Inclusion Manager.</p>

	assessment and review		

15	Who can I contact for further information?	Please look at the website for further information about the nursery or contact admin by e-mail or phone on page 1 of this document.
	What is the complaints procedure?	For our complaints procedure please see the link below. http://www.reysfederation.org/policies and find the complaints policy in the Policies area.