School aims
At Usworth Colliery Nursery School we have a set of core values, followed by our whole school team, which we aim to consider and adhere to in all of our policies procedures and practices. The values are:-
- We are a happy, safe and caring nursery school.
- We provide a stimulating, challenging environment.
- We encourage respect, support and cooperation for all.
- We help everyone to reach their full potential.

At Usworth Colliery Nursery School, we aim to include all children and their families in all aspects of school life; we value and respect the views of parents and carers. It is important that we all work together to do our best for every child in our school.

Maintained schools within the Local Authority are supported to be as inclusive as possible, with the shared aim of meeting the needs of children with Special Educational Needs and Disabilities (SEND) in a mainstream setting, whenever possible. Our school fully supports these aims.

The majority of Sunderland Local Authority (LA) maintained schools, have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities, and are supported by the LA to ensure that all children make the best possible progress in school.

Areas of SEND
Special Educational Needs and Disabilities are divided into four broad areas.
The broad areas of SEND are
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

The Local Offer
The Children and Families Bill was published in September 2014. From this date, Local Authorities (LA) and schools were required to publish and keep under review, information about services they expect to be available for children and young children with special educational needs (SEN) aged 0-25. The LA refers to this as their ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area and help them to make choices about their child’s needs and support available.

The Special Education Needs Information Report
Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that the school is able to provide.

Schools refer to this as ‘The Special Educational Needs Information Report’.

Our Information Report is set out as a series of questions and answers, which aims to give parents and carers clear information about what each school and setting provides.
Usworth Colliery Nursery School
School Families Community – Building strong foundations for learning

Usworth Colliery Nursery School SEND Information Report
Usworth Colliery Nursery School offers places for children from 2 years to 5.
We provide education and care for children within two separate class base areas, 2-3 years of
age in Purple and Yellow Classes and 3-4 years of age in Red, Blue and Green Classes.
We offer childcare around nursery sessions from 7.45 until 5.30 each weekday. At these times we
also offer childcare to the neighbouring Usworth Colliery Primary School children.

Who are the best people to talk to at Usworth Colliery Nursery School about my child’s
difficulties with learning, special educational needs or disability (SEND)?
We promote and encourage everyone in our school to talk about concerns as soon as possible.

The best person to talk to about any issue is your child’s class teacher.
They are with your child every day and along with their class team members, know your child
well.
You can talk to them at the start or end of every session, or arrange a time to meet convenient
for you.
Your child’s class teacher can talk to you about your child’s strengths, interests, abilities and
needs as they have personal responsibility for your child’s learning and development each day.

You can also talk to the school SENDCo.
The Head Teacher, Angela Graham, is the SENDCo (Special Educational Needs and Disabilities
Co-ordinator) for the school.
As SENDCo, the Headteacher works with the teachers, nursery nurses and nursery assistants, the
children, parents and professionals, who specialise in supporting children’s needs, to co-
ordinate the approaches which best meet the needs of all children in the Nursery, from
identification onwards.
The SENDCo works with staff, following the advice of outside support services, to plan
intervention activities, which effectively support children’s learning.
The SENDCo will ensure that SEND systems are monitored, updated and support is delivered.
She will meet with parents and carers and the person responsible for delivering support and
intervention for each child.
Teacher, Emma Burdis, is currently attending SENDCo accredited training at Sunderland
University and she will take over this role in the future on completion of the qualification.

Governor with responsibility for SEND
The SEND Governors are Avril Jobson and Janette Nightingale.
The Headteacher has a duty to report information about SEND to the governing body.
As well as monitoring the quality of SEND support in school, governors are responsible for
ensuring that budget management and deployment of resources is reported accurately.

Supporting pupils with SEND
What are the different types of support available for children with SEND at Usworth Colliery
Nursery School?
When your child joins us at Usworth Colliery Nursery School their teacher, nursery nurse / nursery
assistant will get to know you and your family from the home visit onwards.
During your child’s first few months at school, we place great emphasis on their emotional health and wellbeing, helping them to feel safe and secure well cared for and well known by their key adults. We help children to learn and understand how to behave well in school and how to follow our simple, clear rules and routines. It is understood by all practitioners in our school, that a child’s personal, social and emotional development is crucial to them engaging in all learning and this is their prime area of learning and development. Your child’s teacher and the class team members will make lots of observations of play, interactions and behaviour, during your child’s first weeks in school and will talk with you, during induction sessions and consultation meetings, about their start to school, their wellbeing, development and progress. It may be at this time that some areas of development are of concern and this will be discussed with you and you will agree actions together, to support this in school and at home. We will then proceed to a graduated support approach in accordance with SEND Code of Practice guidelines.

Graduated Support Approach In Usworth Colliery Nursery School

Early Years Quality Teaching

The teacher and their class team members will continue to make accurate observations and assessments of your child at play, as well as during planned group sessions and free choice activity times. If it is seen that your child would benefit from additional support, we will talk with you at the identification stage and fully inform you of the Early Years quality teaching taking place and what further intervention and support we are planning and why.

Early Years Quality Teaching Support Level 1

Intervention activities will be planned; if appropriate, we will make a referral to the Speech and Language Therapy Service (SALT) for screening, advice and guidance at the earliest opportunity. This support is called support level 1 which simply means we are taking additional action to support your child. A ‘Support Plan’ will be written and will enable activities to be delivered specifically to support your child’s needs and shared with you. This may be 1:1 or in a small group and it is in additional to quality first teaching activities. Observation and assessment will be part of the on-going process, to closely check on development and progress. We will ask you to share your views and hopes for your child and talk to your child to seek their views if we can. The SENDCo will meet with your child’s teacher to ensure the plan is followed and delivered to maintain high quality teaching and intervention activities and to check how well your child is progressing.

Early Years Quality Teaching Support level 2

If your child continues to experience delay in their progress in all, or some areas of their development, we will talk with you about making a request for a specialist service for guidance in supporting your child’s learning. We work, with a range of services according to children’s individual needs, these may include:-
Educational Psychology Service
Speech and Language Therapy (SALT)
Autism Outreach Team (AOT)
Local Health Visitors and Nursery Nurses
Occupational Therapy,
CAHMS Children’s Mental Health Support Services
Behavioural Support Team
Community Paediatric Nurses.
The principle support in Nursery school comes from both the Educational Psychologist and the Speech and Language Team.

Our Educational Psychologist is called Gill Cassap. She offers an expert level of support in children’s learning and development which enables us all to understand your child’s needs better and to put in place the most appropriate activities to support their progress and development.

Our Speech and Language Therapist is Zoe Robertson. She offers an expert level of support in children’s speech and language development and we closely follow her advice when creating support programmes.

This additional level of support, when we follow the advice of external support services, is called Support Level 2. As with the Level 1 there is an assess, plan, do, review cycle throughout the process, which you will be part of.

**Beyond Early Years Quality Teaching Support level 2**

If your child’s progress continues to be below what is expected, through the on-going assessment of your child’s development, a decision will be made to hold a multi-agency, child-centred meeting, to talk about the next steps of action to be taken to further meet the needs of your child.

If it is agreed that a higher level of support is required, the process will begin to request assessment for an **Education and Health Care Plan** through the following stages:-

**Single Plan (Education and Health Care Plan) Process**

The school will arrange a meeting of parents, carers and professionals to discuss your child’s strengths, current abilities and needs.

You will be asked to contribute to these meetings and share your views.

Your child’s views will be gathered by the teacher and shared as part of the report and an application process will begin to request further support from the LA and formally ‘express’ your child’s needs and the provision which is needed in school to support their learning.

<table>
<thead>
<tr>
<th>Stage 1 Referral for the LA to carry out a statutory assessment of your child’s needs</th>
<th>WEEKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral - request for parents and/or young person’s views to be received within 15 days</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SEN Panel - held 7 days after parents and/or young person’s views received 13 Independent supporter to</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Independent supporter to visit parents and/or young person within 7 days of SEN Panel</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

If following the referral the LA panel do not think your child’s needs seem complex enough to move to stage 2, they will ask the school to continue with the current level of support.

<table>
<thead>
<tr>
<th>Stage 2 Assessment (8 weeks)</th>
<th>WEEKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Planning Meeting held within 14 days if a parental referral or if recommended by the SEN Panel prior to requesting advice.</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Formal advice period (6 weeks)</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3 Writing the Plan (4 weeks)</th>
<th>WEEKS</th>
<th>TOTAL</th>
</tr>
</thead>
</table>
| Person centred, facilitated Support Planning meeting  
  • Plan Co-ordinator brings starter information from  
  • Advice Draft Plan completed up to but not including annual cost and funding agency  
  • Parents’ view re Personal Budget noted | 2 | 14 |
| Draft Plan forwarded to Resource Panel for completion. Draft Plan issued to parents and/or young person and to the proposed placement (and | 2 | 16 |
My child’s SEND have already been identified before starting Nursery School – How will Usworth Colliery Nursery School support them?
We encourage all new parents and carers to visit school to have a look around and to talk to us; this will help you decide if we have the right environment to suit your child needs and interests. During that time, we encourage parents and carers to tell us about any needs your child may have, as this helps us to prepare for them starting school.
We also encourage you to share information about your child during home visits, to make sure that your child’s induction into school is happy and appropriate for them.
If other professionals are involved, we will arrange a planning meeting before, or as soon as possible after, your child’s starting school date, in order to carefully plan and make any reasonable adjustments needed to enable them to fully engage in our curriculum.
Other professionals may include Portage, Early Support and Health Visitors.
If your child has medical needs and a medical procedure is required, training for practitioners would be undertaken prior to their starting date or as soon as possible thereafter, in liaison from health services, in order to ensure the child’s health, safety and wellbeing.

How can I let Nursery know I am concerned about my child’s progress?
For day to day concerns, please talk to your child’s class teacher at the start or end of sessions or by arranging a convenient time for yourself to do so.
We understand that your child’s needs are of great importance and if you are concerned we would like to speak to you at the earliest opportunity.
Come to the Main Office and arrange to speak to the SENDCo / Headteacher

How will Usworth Colliery Nursery School let me know if they have concerns about my child’s learning at Nursery?
Our aim is to work with you to best support your child’s development.
On starting Nursery the class teams make lots of observations about your child’s learning and development, which form part of their Learning Journal and baseline (starting points) assessments.
It is important that any needs are identified quickly and, discussed with parents and carers, and the graduated approach begun.
This may include referrals to outside agencies, in order to best match needs to effective support.
We will talk with you at the earliest opportunity.

How is extra support allocated to children, and how do they progress in their learning at Usworth Colliery Nursery School?
The SENDCo works closely with all practitioners to create a Provision Map.
This is a chart which plots who our teaching groups and staff work with, in main group sessions and intervention periods, to enable children with an identified level of need to effectively access and engage with the EYFS curriculum in the classrooms.
In all classes the SENDCo works the class teacher and class team to plan and organise targeted support activities for children.
Observations from staff, parental / carers concerns and analysis of the baseline / assessment data provide us with strong information about your child’s level of development, and the actions to take to move them forward in their learning.
The provision map is updated every term, and reviewed by the teaching team every ½ term, depending on the analysis of needs of actions, in conjunction with the review process.

**Who are the other people providing services to children with SEND at Usworth Colliery Nursery School?**
These services vary and are dependent upon the needs of each age phase and cohort

**Directly funded by the school**
- Each class has a third nursery assistant to reduce the adult : child ratios and enable children to work in smaller groups during teaching times as well as supporting individual or groups of children with further intervention work.
- Educational Psychology Service
- Behavioural Support Team

**LA Funded Services**
- Autism Outreach Team (including specialist SALT)
- Language and Learning Team
- Sensory Service
- Parent Partnership Service

**Health Service Funded**
- Speech and Language Therapy (Direct referral)
- Physiotherapy (Allocated by Health for an identified need)
- Health Visitors (Allocated by Health)
- CAMHS (Direct referral from Health or by CAF a referral process)

**How are the teachers and practitioners at Usworth Colliery Nursery School helped to work with children with SEND and what training do they have?**
The SENDCo will work with all practitioners in identifying needs, intervention planning and provision and seek guidance for supporting all children through the on-going assessment process.
The class teacher and SENDCo place targeted activities onto the Provision Map and plan the session times and activities, to provide the most accurate levels of support to enable full curriculum engagement.
The curriculum is carefully planned with differentiated activities, to ensure that the activities are matched appropriately to the developmental stage of the child.
The Nursery School plans and provides training for all staff to develop teaching and learning of all children, including those with SEND. This can included whole school training relating to SEND issues.
Additionally, teachers and practitioners attend training delivered by outside agencies that are relevant to supporting the specific needs of children within the cohort, e.g. communication and interaction, Autism awareness etc.
The SENDCo and trainee SENDCos attend further group sessions each ½ term and annual SENDCo conferences and training to remain up to date with practice.

**How will the teaching be adapted for my child with SEND?**
All nursery staff observe the children to assess their particular stage of development.
The curriculum is planned with different levels of activity to meet the needs of all of the children.
Additional or more focussed personally planned activities are delivered to increase children’s abilities and to support their learning.
Training enables teaching and learning to continuously improve in supporting the needs of your child. Specific resources and strategies will be delivered in small groups or occasionally 1:1.
All the practitioners at Usworth Colliery Nursery School use observations of your child’s development in order to adjust their direct teaching sessions, and any curriculum or resource
adjustments to best support your child’s learning needs through our ‘Reflective Practice’ procedures of evaluating activities, making observations and regular reflective discussions.

How will Usworth Colliery Nursery School measure the progress of my child?
All children at Usworth Colliery Nursery School are observed and assessed through their Early Years Foundation Stage Tracking Record and their Learning Journal, during all teaching sessions and intervention activities and when appropriate to their needs, their Support Plan and outside agency reports.
We look closely at your child’s starting points (baseline) and make assessments of their progress and development throughout the year in the Prime and Specific Areas of Learning.
We share your child’s progress and development with you, through their Learning Journals, into which every practitioner can include their observations. These books are in your child’s classroom and are available for you to read share in and contribute to.
If your child has a SEND, termly reviews take place through the Level 1 and Level 2 process. Where possible, these are linked to outside agency reviews and updates to ensure your child has a co-ordinated approach to support their learning and development using their Support Plan as an assessment tool.
If your child has an Education and Health Care Plan, there will also be a formal Annual Review with updated information provided by everyone who is involved in your child’s development.

How accessible is the Nursery environment?
The building is on one level with ramps at the entrances for ease of entry, exit and movement.
We have a changing room for easy toilet access with changing area.
Our class learning environments are well spaced for movement around the specific curriculum areas, and equipment is made accessible to all children through matching to their developmental stage.
Staff are trained in supporting early language and communication. This training includes ensuring our learning environment indoors and outdoors is communication friendly, to encourage children to talk, listen and communicate with each other.

How will my child be included in activities outside the classroom?
At Usworth Colliery Nursery School we use our trips and visits to support the family learning together and whenever possible encourage all parents and carers to attend.
If your child has a SEND a practitioner is assigned to provide additional support.
Risk Assessments are carried out to ensure that all children’s health, safety and wellbeing are fully considered, in order to effectively engage in learning.

What if my child has medical needs?
We understand that there are many different levels of medical needs.
At the highest level, a detailed Medical Care Plan is written, in consultation with medical professionals and parents/carers.
This is linked to any training the practitioner may need in order to support a particular need or procedure.
Where necessary, short term medication can be administered and should be discussed with Angela Graham and Nursery Nurse Sandra Wardle, Three members of staff have had training in the administration of medication.
Only prescribed medication can be given at Nursery and all parents receive information with details of our procedures, in order to keep everyone safe.
Risk assessments are undertaken for particular needs, such as the use of oxygen or Personal Evacuation Plans for Fire Safety etc.
Paediatric First Aid training is undertaken by all staff on a rolling programme.

How will Usworth Colliery Nursery School support my child in joining the Nursery or move to another school in the next stage of their development?
We understand that changes and transitions can be difficult for all young children and we strive to enable these changes to be as smooth as possible.

When your child is entering Nursery, we talk with you and any previous Nursery about their needs in order to plan for any adjustments to help them feel happy and secure. This may also involve gathering or discussing their needs with other professionals. We will attend any ‘exit’ meeting organised by a previous setting or meet with staff in our school. When your child is moving classrooms within Usworth Colliery Nursery School, staff and children will visit the next room to increase familiarity with the new adults and the space. Discussions take place between all age phase practitioners to share information about your child’s needs, strengths and interests.

When your child is moving to another setting or school, a transition review is planned which fits with the Level 1 and Level 2, timing of reviews with you and the next school, and any involved professionals. The aim is to share information which enables your child to make a happy move into their next stage of learning. Additional visits are planned in liaison with the new school’s SENDCo and a transition plan put in place.

All records are passed on to the next school as soon as possible.

**What support does Usworth Colliery Nursery School have for me as a parent of a child with a SEND?**

At Usworth Colliery Nursery School we aim to establish a close partnership with parents and carers beginning from your home visit. Your child’s class teacher and nursery key workers are available every day to talk with you. The Learning Journal enables us all to share and participate in your child’s learning. The SENDCo is available to meet with you and discuss your child’s needs informally and formally through the Level 1 and Level 2 systems.

We are able to talk with you about the benefits of referrals to supporting agencies such as Speech and Language Therapy or the Educational Psychologist, who provide strong advice and guidance for both Nursery and home.

We provide a programme of parent and carer activities within our ‘Usworth Colliery Nursery School Family Learning Project’ and our work with the Foundation of Light Charity and you may be able to attend Children’s Centre activities to support your child’s learning and all round development.

We encourage everyone to communicate well and not to allow small concerns or problems to worry you. However, if you have any serious concerns or complaints, please speak to us immediately. Our policy for complaints or concerns is on our school website; [www.usworthcollierynursery.org](http://www.usworthcollierynursery.org)

**SEND Report Updated September 2015.**