



SEND Information Report

Headteacher: Mrs Ellie Larkin

SENCO: Ms Magda de Melo

SEN Governor: Ms H. Khan

Contact: 0208 813 8079

Dedicated SEN time: Monday and Tuesday

Local Offer Contribution:

http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability

Whole School Approach:

Welcome to our SEN information report which is part of the Ealing Local Offer for learners with Special Educational Needs and Disabilities. At Greenfields Nursery School and Children's Centre we provide high quality first teaching for all children and additional interventions for those who need it. The interventions are regularly reviewed and record what we offer every child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

How we identify SEN

The Code of Practice 2014 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All practitioners are responsible for every child in their care, including those with special educational needs.

Assess: The Centre assesses all of the children's strengths and areas for development, through observations and discussions with all keyworkers on a daily basis. Children's learning is shared with all parents twice a year during parents' consultation.

Plan: Keyworkers and SENCO discuss individual children's learning needs and whether additional support would be appropriate and effective. Keyworkers and SENCO meet with individual parents and discuss learning and areas of concern.

Do: Keyworkers and SENCO plan IEP's in discussion with parents. Where appropriate the SENCO will send referrals to outside agencies such as Speech and Language Therapists and Child Development team. For children with more complex needs and where more than one outside agency are working with the child a review of the child's progress is carried out once every six months with all agencies invited to attend.

Review: IEP's are reviewed with keyworkers and parents every half term. Children's reviews occur every six months. All professionals involved in the child's care and education are invited and the meeting is chaired by a Centre manager usually the SENCO, who ensures all areas of work for the child and family are co-ordinated in order to provide a holistic approach.

SEN Needs:

Children's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

At Greenfields Nursery School and Children's Centre we have a three tiered approach to support Children's learning.

- Universal – this is quality first teaching for all children, delivered by all keyworkers and well differentiated to meet individual children's needs and learning styles.
- Targeted - This includes the graduate approach of assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children. It will also include small group activities as well as one to one support where needed.
- Specialist – this includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Child Development Team. When appropriate the Centre can request that Local Authority Services carry out a statutory assessment of a child's needs.

As of 01/10/20, we have 32 children receiving some form of SEN Support. Our SEN profile for 2020/2021 shows that we have 26% of children identified as having SEN.

26% of children are identified as having SEN for Communication and Interaction.

2% of Children with physical and sensory.

We have applied for statutory assessment for 13 children.

We have internal processes for monitoring quality of provision and assessment of needs.

Staff

At Greenfields Nursery School and Children's Centre we believe that children's needs will be first met through the high quality first teaching delivered by all practitioners. We actively monitor teaching and learning throughout the Centre.

Staff at Greenfields Nursery School and Children's Centre are highly qualified and experienced, and we offer continued professional development opportunities for all staff.

School Partnerships and Transitions

We liaise closely with the schools that individual children are transferring to, we are able to discuss with the relevant teachers any individual needs and how best to support individual children in school.

We make arrangements to ensure there is a smooth transition when children transfer to primary school, this includes visits to the schools and meeting the new teacher.

If a child has an Education, Health and Care Plan (EHC), we will participate and collaborate with the school which the child will transfer to.

Complaints

If you are not happy with the SEN provision at the centre, please contact the class teacher, SENCO or the Head teacher, to share your concerns.

If you wish to make a complaint, please direct your grievance to the Centre's chair of governors, Ms Gill Borg via the Centre office.

Local Authority

- Educational Psychology Service
- Ealing Service for Children with Additional Needs (i.e. visual and hearing impairment)
- SALT (Speech and Language Therapy)
- OT (occupational therapy)
- Physiotherapy
- Clinical Psychologists

Relevant school policies underpinning this SEN Information Report include:

Accessibility Plan
Admissions Policy
Early Years Foundation Stage (EYFS) Curriculum Policy
Equality, diversity and Inclusion Policy
SEN policy
Ealing Learning Partnership SEN support expectations

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005