

SEND Report 2016

This SEND Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014).

It incorporates the statutory guidance from the Code of Practice (2014) and questions from parents from the West Sussex Local Offer.

A child or young person has special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(Children and Families act 2014 section 20.1)

Compiled in accordance with the SEND Code of Practice 2014 section 6.79

At Chichester Nursery School, Children & Family Centre we are committed to promoting equality of opportunity and valuing diversity for all children and families. We will ensure that our provision is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We aim for every child to fulfil their potential no matter what his/her background or personal circumstances may be.

1. What are Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children. Special Educational Needs and provision can be considered as falling under four broad areas, although these are not mutually exclusive:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

2. How does Chichester Nursery School know if my child has SEND and what should I do if I think my child has SEND?

We place great importance on identifying SEND early so that we can help children as soon as possible. Key workers/carers are continually observing and learning about their key children and if they have any concerns they will discuss these with you and our special educational needs coordinator (SENCo), Angie Stenning. Similarly, you are most welcome to discuss any concerns you may have about your child and any aspect of their development with your child's key worker and/or our SENCo. We recognise that children develop at different rates and that external factors can have an impact on their development and we actively look for ways that we can support every child facing challenges in their learning, either temporary or long-term. If you have any questions or concerns, then do not hesitate to contact us.

3. How will Chichester Nursery School support my child?

The SENCo is Angie Stenning, her role is to coordinate all the specific provision that is put in place, liaise with parents, key workers and any relevant outside agencies to monitor SEND pupil progress and well-being. Angie makes use of any specialist advice and strategies and incorporates them into our practice, as appropriate.

The SEND Code of Practice describes how support for children with SEND should be made by using a 'graduated approach' via staff's employment of the 'assess-plan-do-review' cycle. This occurs for all children as part of our curriculum planning, but is more detailed for our SEND children with the implementation of an Individual Support Plan (also known as a Play Plan) which is written in consultation with keyworkers and parents. The Play Plan is reviewed and updated regularly in response to the child's needs and incorporating their interests.

4. How will I know how my child is doing?

At Chichester Nursery School, we recognise that parents are their child's first educators and understand that parents know their children better than anyone else. The staff in the 'up to three's Nursery' and the Nursery School are keen to involve parents as much as possible when their children start with us. During the settling in sessions and the home visits in Nursery the staff are able to spend time getting to know each child and their family. This creates a closer connection between home and school. We recognise that working closely with parents/carers leads to the best outcomes for the children.

For children who have identified additional needs the SENCo has a Pre-Entry meeting for parents/carers, health professionals and the child's new key worker. This meeting is made to ensure that we understand the child and family and we can identify the best way to support their needs. We work closely with specialist teachers, family support workers, speech therapists, physiotherapists, occupational therapists, educational psychologists and

health visitors. We have an informal 'open door' policy which allows parents to come into the nursery when dropping off or picking up their children. We feel that if parents have concerns or worries these are best dealt with as soon as possible and where possible face to face. Staff understand that for some parents, especially when at work, these times can be tricky and always invite parents to contact the school by phone or email. Staff will respond to your call or email at the earliest opportunity.

The SENCo is available on Wednesdays in term time to answer any questions, concerns or anxieties around any aspect of SEND. Please call the school or talk to your child's keyworker to book an appointment.

5. How accessible is Chichester Nursery School?

Chichester Nursery School is a fully inclusive setting. Our building is all on one level with accessible facilities for all users. All doors and entrances to the building are wide enough to accommodate wheelchair users. There are designated parking bays close to the building for the use of the disabled.

Where appropriate, children attending our Up to 3s' Nursery or Nursery School are assessed individually and adaptations are made, where possible, and in consultation with parents and any specialist advisory professionals.

We aim to ensure that all correspondence and communication is written clearly and we will inform parents verbally where appropriate.

Chichester Nursery School has accessible toilet and changing facilities.

6. How will Chichester Nursery School prepare my child to move on to a new school?

When children move on to school or another setting, we provide them with a school report and, with parental permission, details of reports from health professionals or Educational Psychologists. We also encourage primary schools and settings, to which children are transferring from us, to visit the Nursery to see the child playing and working in a familiar environment.

If there is additional information to pass on, we suggest schools attend a transition meeting that includes parents, the keyworker, SENCo and any health professionals involved. This meeting gives the school the opportunity to talk face-to-face with all concerned, finding out what strategies have been effective and how the transition could be managed smoothly. Sometimes we feel it is helpful to write a collective transitional 'Play Plan', also known as an Individual Educational Plan, to detail any extra provision such as additional visits to schools.

7. How can I be involved?

Where a child is receiving SEND support we will regularly meet and talk with parents/carers to discuss their child's personal targets and review them

regularly. We can provide ideas for supporting your child at home and we are available should you require further advice or strategies.

8. Who can I contact for more information?

Our SENCo is Angie Stenning and she is available by email sen@chichesternursery.org, by phone 01243 642950, or by letter via Chichester Nursery School, Children and Family Centre, St James' Road, Chichester, West Sussex PO19 7AB.

Alternatively, you can contact the Head Teacher, Jenny Buckley, at the same address and telephone number.