



SEND Report

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 have areas of learning that require additional support to what we already provide on a daily basis, to ensure they reach their individual potential in a safe and caring environment.

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 are 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 (previously known as a Play Plan) which is written in consultation with key carers 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 as their children join 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 by working closely with parents/carers it leads to the best outcomes for the children.

For children who have identified additional needs the SENCo will organise a meeting for parents/carers, 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 always 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. You can also arrange a meeting with the SENCo to talk about your child's additional needs, any concerns or anxieties, and ask questions.

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 three's 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 an 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 key worker, 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 'Individual Plan', also known as an Individual Educational Plan (IEP), to detail any extra provision such as additional visits to the school, or ways in which the child can be supported effectively.

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

Speech and Language Therapist in the Nursery for part of the week, which we can access to talk about any communication difficulties.

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 642959, or by letter via Chichester Nursery School, St James' Road, Chichester, West Sussex PO19 7AB.

Alternatively, you can contact the Head Teacher, Ruth Campbell, at the same address and telephone number.

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