

Somerville Nursery School SEND Information Report Somerville Federation

The Somerville Federation vision is

“Aiming high together”

September 2023

This Report outlines how we meet the personal and individual needs of the children at our school and understand that every child is different. Somerville Nursery School is an inclusive school, welcoming children and families and valuing each child as an individual child. We believe that every child has an equal right to high quality education and care and seek to meet the needs of all our children in consultation with parents, carers and other professionals. We have an excellent reputation amongst families and professionals for providing support for children with additional needs. Somerville Nursery School staff members work alongside the child, the child's family and, where appropriate, outside agencies (e.g. Speech and Language Therapist or an Educational Psychologist) to ensure that provision is matched to your child's needs.

Below are some frequently asked questions and we aim to address them in the context of Somerville Primary.

What is the local offer?

The Wirral Local offer provides parents/carers with information about how to access services in their area. It is there to support all families, especially children with a SEND need. Here is the link to the website:
<https://www.sendlowirral.co.uk/>

How does Somerville Primary School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

- Concerns are first raised by parents/carers, teaching staff / key person or the child.
- The class teacher / key person is the initial point of contact for responding to parental concerns. Teaching staff are available after school at the classroom door or an appointment can be booked by calling/emailing the school office.
- Following this, the key person might liaise with Mrs Booth, our school SENDCO, for further advice and guidance.
- A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

How will Somerville Nursery School support my child?

- We recognise that pupils learn at different rates and there can be many factors that affect achievement. We know that children may have difficulties in the short or long term in one of these areas:
 - Cognition and learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical Needs

- The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making their own decisions, expressing opinions and choices, we will aim to involve them in every step of their journey. In Nursery the pupil's voice is often ascertained through observation and parental input.
- Each pupil's educational programme will be planned by the teaching staff, with the support of the SENDCO and will be adapted accordingly, alongside the child's views.
- Provision for pupils with SEND may include: -
 - Quality first teaching with appropriate scaffolding in place;
 - Extra adult support in the classroom;
 - Small group teaching;
 - Flexible teaching opportunities;
 - Personalised provision detailed on a Play plan or Individual Education Plan (IEP) which follows an assess, plan, do, review cycle;
 - Use of evidenced based intervention programmes;
 - Additional equipment that might be purchased or loaned;
 - Advice sought from external agencies such as SALT, Paediatrician, Educational Psychologist, etc.
- Progress meetings will be held each term.
- Pupil progress meetings will be held between staff and the Senior Leadership Team to promote children's positive achievements and highlight any potential concerns, where future support may be required.
- Children on the SEND register will have learning plans / support plans in place. Children on these plans will be supported by their key person to access appropriate provision to support progress towards these targets. Parents and children will be given the opportunity to share their views on the plans and is an important part of the process.
- We have close liaisons with external agencies, these agencies will be requested as and when needed. We also employ an NHS Speech and Language Therapist to provide one-to-one and small group speech clinics, assessments and language support guidance in the classroom. The therapist comes into school on a monthly basis.
- The Governors at Somerville Primary School are responsible for the overseeing of all procedures in school and are regularly in school. The Governor with responsibility for SEND at Somerville Primary School is Mrs L Andrews.

How will the curriculum be matched to my child's needs?

- Our curriculum is based on the Early Years Foundation Stage and is broad and balanced. It has been adapted by staff to enable all pupils to access each area of learning in a meaningful and purposeful way.
- When a pupil is identified as having SEND needs. If required, their learning will be firstly scaffolded by the class teacher / key person to enable the child to access the curriculum more easily.

- Reasonable adjustments are made in all lessons to factor in different children's needs, with flexible teaching groups and approaches considered.
- If a child has been registered on the SEND register, they will have a learning plan/support plan. These plans will be shared with the parents and child, providing an opportunity for comments to be made, they will then be reviewed on a termly basis.
- A range of learning materials or specialist equipment may be introduced to support a child's learning
- Our children make progress in many ways and the initial focus in nursery is on the prime areas of learning which are: Personal Social and Emotional development, Physical development and Communication & Language - all of these areas are crucial in supporting learning across the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?

- You will be able to discuss your child's progress termly meetings with their key person
- If your child is on the SEND register, then you will be given the opportunity to view and contribute to their learning Plan/support plan.
- We have an open door policy so teaching staff can be spoken to at the end of the day or an appointment can be made with the school office for a mutually agreed time.
- Should you wish to seek further advice after holding discussions with class teachers, then an appointment can be made with the SENDCO by contacting the school office.

What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for pupils' well-being and those encountering emotional difficulties.
- Class teachers plan for the holistic development of each child in their class using their detailed knowledge of each individual to promote their confidence and self-esteem. Those who need further support might have a support Plan with small step targets to work towards.
- All adults within school are here to support the children and discuss any issues or concerns.
- Our Sensory room is available for those who will benefit from its use.
- A one-page profile is created for any child on the SEND register or those who might need reasonable adjustments. This aims to identify the child's individual needs and best approaches to support that child.
- If outside agencies have been involved, suggestions might be given to support in home and/or school.

Pupils with medical needs

- If a pupil has a complex medical need, then a detailed Individual Health Care Plan (IHCP) is compiled by our SENDCO, Mrs Booth, with the support from relevant medical agencies, in consultation with parents/carers.

- Mrs Holsgrove and Mrs Saville monitor prescription medicines and asthma sprays. Medical consent forms need to be signed by parents prior to administering medicines to ensure the safety of both the child and staff members.
- The majority of our teaching staff are paediatric first aid trained and may be asked to administer medication.
- When necessary, the nursery will liaise with other agencies to gain support or necessary equipment.
- All staff receive epipen, asthma and defibrillator training, a small number are also trained in diabetes.

What specialist services and expertise are available at or are accessed by the school?

Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including;

- Speech and Language Therapist – Mrs J Williams
- Educational Psychologist - Mrs Jill Mulligan (Local Authority) and Mrs H Ward
- Vision and Hearing Support
- Specialist support from Portage
- Autism Social Communication Team and also from Specialist ASD Teacher, Mrs Ana Stokes
- Wirral Specialist Support Teacher for Children with Physical and Medical needs
- Social Services – Wirral Gateway
- Social Care – Family Support Workers
- Paediatricians – accessed via Health Visitor / GPs
- Local Authority EHCP Team
- Wired/Parent Partnership
- Wirral CAMHS Services
- Wirral Autism Together
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Occupational Therapy Team
- Physiotherapy Team
- Abbott Nurses
- Health Visitors
- School Readiness Workers

This list is not exhaustive and other professionals may be involved, depending on the individual needs of pupil/s.

What training have the staff supporting children and young people with SEND had or are having?

- On-going training is available to all school staff to keep them informed of current developments within education and safeguarding either internally at school or via external training courses.
- Staff training has been related to specific areas of SEND and intervention strategies to support children's needs. Training is also provided in response to specific needs. Some examples of recent

training include ASC, sensory circuits, WellComm, trauma and attachment, paediatric first aid, Sound Listening Programme, attention bucket therapy, speech and language.

- If staff feel they require more additional support, advice is sought via colleagues and further training opportunities identified.

How will my child be included in activities outside the classroom, including school trips?

- We are a fully inclusive school and all our children are able to take part in the full curriculum and any off site activities.
- Pupils with SEND are actively encouraged to take part in school trips,
- Activities and school trips are available to all children. The school will do their best to make reasonable adjustments for everyone. If you are concerned regarding your child on an activity/school trip, please speak to a member of staff.
- Risk assessments are carried out and procedures are put in place to enable all to participate. There may be odd occasions if an intense level of 1:1 support is required; a parent/guardian may be asked to accompany their child.

How accessible is the school environment?

The school is a single storey building, so there are no steps or stairs to encounter. Classrooms are light and have safe and wide doors to rooms. Our school site is bright, modern, safe and secure. The school is fully accessible to all children:

- Accessible changing rooms with rise and fall beds
- Room layouts are flexible to accommodate wheelchairs/walkers
- All provision is available to all children, including 2 year funded places and 30 hour extended provision (where eligible).
- Disabled parking bays.
- Accessible toilets for both adults and children.

Our outdoor learning areas are level throughout and access into the building from outside is disability friendly. The Forest School and Orchard Areas are uneven and have a range of gradients. We take advice from Physiotherapists and Occupational Therapists to ensure that children with disabilities have access to these areas with appropriate support.

How will the school prepare and support my child when joining Somerville Primary School or transferring to a new school?

We recognise that transitions are extremely important and we try to ensure that these are as smooth as possible. Parents and children are welcome to look around Somerville Nursery School at any time to see what provision we offer and whether you feel we can meet the needs of your child. A meeting with parents is arranged before the child begins which gives the opportunity for information to be gathered and plans put into place before the child begins.,

When a child leaves the nursery a transition meeting is organised with parents and professionals that are involved. This allows for an exchange of information and plans for transitions to be made. A receiving school is also invited to spend time observing the child in Somerville Nursery School and to talk to their key person / teacher.

Some children may find transition to a new class within the nursery difficult for whatever reason and this can be stressful for them. We can offer these children internal transition support and regular, short visits to their new classroom and to meet their new class teacher.

How are your resources allocated or matched to children's educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on the individual's needs.

- The setting may receive additional funding in the form of: Disability Access Funding (DAF) where children in receipt of DLA; SENIF (special educational needs inclusion funding); or funding linked to a child's Education and Health Care Plan (EHCP)
- Resources may include deployment of staff or equipment in response to pupils' specific needs.
- Information on how Somerville Nursery School uses Early Years Pupil Premium funding is detailed on the school website.

How is the decision made about how much support my child will receive?

- On a daily basis, the class teacher determines the level of support for individual children within the class through planning of lessons and observations of children, including monitoring progress.
- Decisions are based upon termly tracking of pupil progress, as a result of assessments by outside agencies or through our 'assess, plan, do review approach'.
- Parents will be notified should additional intervention be needed and their views considered.
- Children with SEND or health needs may need additional support. Discussions will be held between the class teacher, SENDCO and Senior Leadership Team in these circumstances.
- If a child has an Educational Health Care Plan, the support received will be guided by the Local Authority and funding arrangements.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Pupil Progress meetings
- During discussions with other professionals
- Transition meetings
- Response to annual reviews and reports
- Parent workshops
- Open Events / Workshops
- Evidence Me observations

Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is their teacher / key person. We encourage parents to contact us with any concerns. Staff are available to talk to outside of teaching hours and at the end of the school day - an appointment can be made through the school office to arrange meetings with teaching staff, the SENDCO and / or senior leaders.

Key contacts:

- SENDCO & Assistant Headteacher at the Nursery - Mrs S Booth
- Class Teachers in F1 - Mrs H Shennan & Mrs H Saville
- Room Leader in the 2 Year Old Room - Mrs H Stewart
- Governor with responsibility for SEND - Mrs L Andrews

If the matter is still not resolved, then please speak to our Executive Headteacher Mr Dickson.

Our SEND page on our website has even more useful information contained in a padlet, should you wish to access this here is the link: <https://www.somerville.wirral.sch.uk/page/send-offer/24630>

Should you need any further information, please do not hesitate to contact the school, we will always endeavour to assist you.