



**Kenilworth Nursery School**  
**SEND Practice and Processes 2021**  
**“Recognising and Valuing the Uniqueness  
of Every Child”**

How is SEND provided for:

- Kenilworth Nursery School is a mainstream maintained school with experience of supporting children with a range of needs to access a broad and vibrant curriculum.
- The School has equal access toilet facilities and changing spaces
- All spaces are accessible to all and are located on the ground floor.
- Intervention and support are carefully planned and tailored to meet children’s needs and is delivered in developmentally appropriate ways with a ‘scaffold up’ approach.
- The School has a SENDCo who has gained the NATSEN qualification
- All staff have received time to talk training
- The School recognises the vital role of communication with the family and works co-responsibly to consider how adults may adjust to best support young children with SEND .
- The environment is communication friendly and the School has a communication policy.
- The School has experience of supporting children with a wide range of needs

Policies for identifying children with SEND and assessing their needs:

- Children are identified as needing additional support or having a Special Educational Need (SEN) through the use of daily observations and ongoing formative assessments in liaison with Parents.

- As soon as staff 'notice' any issues, which may relate to physical, cognitive or emotional barriers to learning, they will share this and in partnership with parents a monitoring plan will be put in place.
- The School use a process of 'focused observations' in which keyworkers and Leads will 'observe to understand' and then shared detailed reflections on how we may adapt our approach or offer support differently.
- If children are thought to have possible additional needs the focused observations occur more often and are shared between the keyworker and SENDCo or Executive Headteacher.
- These observations are shared with families as soon as possible alongside the School's next actions as a result of the 'understanding of the child' and possible suggestions for how that work can be linked and continue at home.
- Progress is then carefully tracked across all seven aspects of learning and more holistically to include characteristics of learning and dispositions and well-being.
- Detailed tracking in a particular area is also used on a six weekly basis based around the issue or concern.eg. speech.
- The School works in partnership with outside agencies such as Speech and Language, Physiotherapy, Integrated Disability Service and Educational Psychology alongside parents to ensure a holistic approach to appropriate support.
- The School also seeks to link Parents to additional support that may benefit their family via online or local groups via their role of Early Years Hub and national links to best practice information.
- SENCO lead: Christy Aylot-Mayor
- SENCO support: Rachel Gillett

Arrangements for consulting parents of children with SEN and involving them in their child's education:

- From first meetings we listen to Parent and gather information about their child, it may be a parental concern that indicates the need for an early focused observation.
- We actively encourage daily liaison with parents.
- Parents are regularly provided with documentation that details their child's learning against developmental milestones
- Half termly opportunities for parents to discuss children's learning and progress are provided
- An e-mail system allows contact for working parents.

- Half termly review meetings take place for children who have an Individual Plan(IP) and are on the SEND register
- Occasionally children may also require a handling agreement so that Parents are clear what process the School will take if a child needs lifting or physical support.
- Where parents may require duplicate documents are provided so that both parents fully understand and can participate in their child's learning.

Arrangements for consulting children with SEND and involving them in their education:

- Children are carefully observed to gauge their interests and feedback is 'noticed' verbal and non-verbal.
- Children are encouraged to reflect on their own achievements and 'feel proud' of all small steps towards progress they make.
- Children are praised and supported with 'useful' feedback with staff trained to be specific with their praise and encouragement.
- Staff engage with children to receive one to one feedback and also consult with parents to ensure they fully understand children's responses.
- All children are encouraged to self-resource and initiate play so that their interests can be seen. The focused observations also greatly support the development of the understanding of the child.
- All children have keyworkers, known as Colour Group Leaders who maintain a very detailed overview of the child, their interests and progress and can evidence learning interests and styles.

Arrangements for assessing and reviewing children's progress towards outcomes:

- Colour Group leaders informally feedback daily, provide 'spot lights' or reviews that offer summative assessments against milestones termly and also meet with Parents formally to ensure progress and achievements are shared.
- IP meetings that monitor specific small step targets for the child are arranged half termly.

Arrangements for supporting children between phases of education and at important transition points:

- A stay and play open day takes place late in the summer term to introduce the environment and the adults to the children and their families. Information is shared here and home visits arranged.
- A more formal parent meeting also takes place which introduces all of the staff and their specialism, the ethos of the school and explains the partnership working between the school and parents.
- Staff visit children and their parents at home before commencing sessions. Information is gathered and early relationships developed.
- The first session then takes place with a parent or significant adult present for the whole session.
- The School then tailors a 'settling in' process based on the individual child.
- When a child moves onto primary school we invite all reception teachers to come and meet them here in the familiar setting early in the summer term and prior to school open days.
- For children with SEND we arrange transition meetings with the receiving schools SENCO, with Parental involvement.
- We provide the receiving school with a detailed report that outlines the child as a learner, their skills and competencies.

#### The approach to teaching children with SEN:

- Our learning environment is carefully planned to provide a wide range of possibilities for learning and our highly trained staff are skilled at working 'beside' the child to tune into these opportunities for learning.
- Children will be invited to attend a range of different learning experiences that support them, these include Colour group time learning, small group emotional literacy development, large group music and movement sessions and differentiated literacy sessions.
- Children with SEND may also
- Speech and language are promoted through out all interactions and small group support and 1:1 working is also arranged as appropriate.
- Children are encouraged to develop 'learning behaviours' and independence and are also explicitly encouraged to 'notice' and learn from each, building social relationships for learning.
- The Teaching staff observe children's interests and ask professional questions about following those interests and the development of

learning and skill acquisition and this leads the thinking about the planned environment.

The types of adaptations made to the curriculum and the learning environment of children with SEN:

- The Teaching teams detailed knowledge of individual children allows them to differentiate their approach when supporting learning 'beside' the child and in small groups.
- An individually considered to children's needs is supported further based on training the staff have received over a twelve year period working with an integrated child psychotherapist.
- The environment is constantly reflected upon and adapted, with added visual prompts and communication via symbols and signs to support non-verbal children.
- All staff are aware of the possibilities for learning and are trained to support children in acquiring learning skills. Their detailed observations support us to understand the next steps for each child.

Expertise and training of staff to support children with SEN, including how specialist support will be secured:

- All staff trained to tier 2 speech and language support.
- All staff are trained to use the WellComm screening tool.
- Vast collective experience of with a variety of conditions and associated training
- All staff trained in paediatric first aid
- All staff trained to use epi-pens
- Staff are trained in makaton as required.
- SENCO qualified lead.
- Excellent working partnerships with IDS, portage and physiotherapy.
- Strong links with Speech and Language therapy service.
- The School is also experienced in working alongside NHS partners to follow medical care plans and additional training is sought from Health visiting team or school nurses as appropriate.

Evaluating the effectiveness of provision made for children with SEN:

- Half termly reviews are carried out against specific IP targets
- Half termly 'learning walks' are carried out by senior staff to ensure the learning environment is fully inclusive and suitably demanding.

- Decisions for interventions are based upon observations, assessments and conversations with parents. These are considered at weekly children's meetings and daily staff briefings within the team.
- The effectiveness of interventions via small groups or one to one support is carefully monitored and is linked to the assessment of children's progress.

#### Inclusivity of activities:

- All children are invited to have a 'turn' so they access activities together with staff working 'beside' them.
- All equipment, resources and activities are assessed to minimize risk, according to need. We seek to include managed risks and do not 'wrap children in cotton wool' but teach them how to manage safety challenges that may arise and consider begin to become aware of risks themselves.
- Our Special Educational Needs and school ethos encompass inclusivity, recognizing the uniqueness of each child and celebrating each individual while understanding the need for family involvement in the process and access to wider support for the family as appropriate .
- At all points Early Years ratios are adhered to ensure that the setting is as safe and secure as possible. At points in the year the School 'over staffs' to ensure that individual support can be given during crucial settling in processes.

Support for emotional and social development, including pastoral arrangements for listening to the views of children with SEN and ensuring their emotional well-being:

- Colour Time groups build strong bonds between peers and staff.
- Colour Group Leaders teach and nurture and are a key point of contact for all matters for the family.
- The teaching approach supports adults to work 'beside' children and to model sharing, turn taking, consideration and thought for others, increasing empathy and awareness in young children.
- The School behavior policy is clear in its approach to 'bullying' and staff are all trained to 'notice' and intervene.
- The curriculum is based around maintaining well being and self esteem and this is measured termly with Leuven scales.

- Emotional literacy groups provide direct support for children requiring support with social and emotional development.
- The twelve year project working alongside an integrated child psychotherapist has raised the professional understanding of the teaching team and has enhanced practice in this aspect so that the staff look at the meaning behind 'behaviours' and consider bespoke approaches.

Ways in which the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting SEN children's needs:

- The school has a strong and effective relationship with our Local Authority
- Working partnerships with other bodies, including health and social care.
- Staff are trained in Early Help processes and often co-ordinate multi-professional meetings with the parents to try to better co-ordinate

Arrangements for handling complaints from parents of children with SEN about provision made at the School:

- Initial concerns are shared with the child's Colour Group Leader.
- This may then be taken to a Lead on site, which could be the Lead Nursery Teacher or the Assistant Headteacher.
- The School has a formal complaints procedure that can then be followed that contains further details of how a parent may proceed and escalate a complaint.
- Complaints can also always be directly addressed to the Executive Headteacher, Mrs Rachel Gillett, at this point the issue is considered a complaint a formal process of response begins. Governors are also informed that a complaint is in process.