



Every child is a unique child

Our Special Educational Needs and Disability (SEND) Report 2016

November 2016

Our commitment and aspirations

Hillview Nursery is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEN at Hillview Nursery School make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies, such as the Educational Psychologist Service, who assess children and advise parents and schools.

The Local Offer

The SEND local offer is a resource designed to support children and young people with SEN and/or disabilities and their families. It describes services available, including information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors. At Hillview Nursery School we have contributed to the LA Local Offer.

More information can be found on <http://www.harrow.gov.uk/localoffer/>

Other useful documents such as our SEND/inclusion policy are available on the school website. If you would like further information about what we offer here at Hillview Nursery School, then please do not hesitate to contact us directly.

Who are the best people at Hillview Nursery School to talk to about my child's SEN?

Your child's key person - responsible for planning the curriculum and differentiation and assessing your child's progress

The Special Educational Needs Coordinator - SENCO - (Saman Durrani along with Ania Stuart) responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all agencies involved with your child.

The acting Headteacher - (Cathey Peart) responsible for the day-to-day aspects of the school and all the arrangements for children with SEN. The Headteacher has to report to the Governing Body on all aspects of SEN in the school.

SEN Governor (Gemma Williams) - responsible for making sure the necessary support is in place for every child with SEN, who attends the school.

Leadership of SEND Provision

The SENCO co-ordinates support and interventions across the Nursery School and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teacher and key person being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected, the teacher or key person, working with the SENCO, will assess whether there is a possibility of SEN.
- Where a Special Educational Need is established, the Nursery School, in partnership with parents/carers, the pupil and outside agencies, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.

- Where a pupil with SEN is reaching a point of transition (from nursery to primary school), the Nursery School will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and Nursery School's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for **pupils with SEN. For example:**
 - By recording the child's voice through planning informed by the child's observed interests and recording this in evaluations.
 - By using communication boards, Picture Exchange Communication systems and sign language to support their ability to communicate their likes and dislikes.
 - Planning for SEN children is carried out weekly and activities are adapted and organised to be fully inclusive for all children including those with SEN.
 - We have small group interventions to support social and emotional development (PALS group) and work closely with therapists to deliver an individual child's support plan.

How will I know how well my child is doing at Hillview Nursery School?

In our Nursery School we have:

- An open door policy – parents/carers are welcome to make an appointment at any time.
- Partnership between parents and key persons – they will communicate regularly.
- Termly review meetings with your child's key person.
- Key person's assessments/progress reviews against SEN desired outcomes.
- Home school link books for children with EHC plans to ensure that comments can be responded to.
- Meetings with SENCO when appropriate.
- Formal meetings where progress is reported on and a report written and available.