



Rebecca Cheetham Nursery School and Children’s Centre

Special Educational Needs Information Report (Local Offer) 2023 to 2024

As part of the Children and Families Act 2013, Local Authorities are required to publish a ‘Local Offer’ which sets out support that is available for children and young people with SEN in the local area.

Newham’s Local Offer is available on the Newham Website:

<https://www.newham.gov.uk/Pages/Services/Services-for-children-aged-0-to-4.aspx> tells parents how to access and what to expect from services in their area. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Rebecca Cheetham Nursery Education Centre. It describes the arrangements we make that are ‘additional’ and ‘different’ for pupils with SEN. This information has been produced together with the parents/carers and will be reviewed annually.

Our school website (www.rebeccacheetham.newham.sch.uk) has been designed to provide parents with all the information they need. Many areas within this document are discussed in more detail on the website. Where applicable, links to the documents referenced are provided.

At Rebecca Cheetham Nursery School and Children’s Centre we believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated in mainstream school.

Rebecca Cheetham Nursery School Offer

ALL pupils will access	Some pupils with additional SEN needs will access
<ul style="list-style-type: none"> ● High Quality, differentiated, play based teaching and learning ● Personalised target setting ● Assessment for learning ● Personalised feedback and next steps on learning 	<ul style="list-style-type: none"> ● Small group or 1:1 targeted interventions ● Individualised target setting ● Access to some additional adult support for specific tasks ● Life skills enrichment day (once a week). Opportunities to practise life skills –

<ul style="list-style-type: none"> ● A range of parent courses ● Nurture group sessions e.g. Social emotional ● Adjustments to the learning environment as needed. ● Rigorous approach to phonics teaching ● Open door policy – parents can come in when they need to ● Coffee mornings for parents to come and talk with staff and other parents ● Regular in house staff training on the most up to date strategies 	<p>social walks, messy play, cookery sessions, hygiene routine</p> <ul style="list-style-type: none"> ● Referrals to outside agencies if needed ● Access to specialist services and therapists ● Application for high needs funding ● Specialist resources for communication, sensory needs, mobility ● Access to evidence based specialist programmes ● Personalised timetable ● Teaching Assistants with Autism Education Trust Level 2 and a range of other qualifications ● Music interaction sessions ● Social Communication Emotional Regulation Transactional support (SCERTs)
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Children with special needs may become known to our setting in a number of ways

- A family may indicate that their child has a particular need when they register their child for a nursery place. We will meet with the family to discuss their child's needs and we will mutually agree on the ways in which we can assist their child in nursery.
- Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School. If this is the case, we will observe the child to assess the areas in which there are difficulties. We will also meet with the family to discuss our concerns and to gather more information about their child.
- Staff may become aware of children with special needs during home visits prior to a child starting at our Nursery. If this is the case, this information will be shared with the SEN team to enable them to put together a plan of action to help the child have a smooth transition into the setting.
- Our Family support workers may become aware of a child with special needs through their caseload or attendance at locality Children's Centre meetings. The Family support worker will contact the family and arrange to visit them at home.
- Our staffs are skilled in identifying children and families who would benefit from Early Help, additional support that may be provided. Nursery staff will liaise with the Children's Centre staff to provide Early Help in order to prevent concerns from escalating.

How we work in partnership with parents in identifying, planning and supporting SEN

- If we have a concern about a child, we will discuss with the parents if their child's behaviour and understanding are the same at school as it is at home. We will work with the parent in discussing strategies to support their child in reaching their milestones.

- We have an open door policy and encourage parents to discuss any concerns that they may have in regards to this with their child's key person, SENCo or Deputy Head teacher. They can book an appointment if they would like to discuss this in private or they can email the SENCo.
- We organise special educational visits for children and parents. This allows parents to have a greater understanding of services that enrich Early Years Curriculum in the wider community.

How we adapt the [curriculum](#) so as to cater for SEN

- Quality First SEND Teaching is something that is embedded within the new SEN Code of Practice and primarily focuses on the inclusion of all students in high quality, everyday teaching. It is a graduated approach which goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every student is able to access every lesson in a way that they are able to achieve and progress.
- The curriculum we provide is broad and balanced. Activities are carefully planned to be accessible to all learners and staff are trained to adapt them to an individual's needs. These will then become developmentally appropriate, differentiated and flexible enough to meet the needs of *all* children including those with a range of special needs.
- Additional interventions will be used so as to appropriately target the child's needs. For example we use 'Box Clever to develop children's language skills', Nurture group, sensory interventions and 'sensory room' sessions to develop language, listening, understanding and social skills.
- Focus activities, highly focused with clear learning outcomes lead to;
 - High expectations of student engagement
 - Create opportunities for students to succeed as well as be challenged
 - Opportunities for interactions for all students
 - An emphasis on learning through dialogue
 - An expectation that students take responsibility for their own learning
 - Engaging and motivating students through regular use of praise
 - The successful use of visual aids within the provision.
 - Varying classwork to include independent, pair, and group work to support with developing independence as well as group work skills.

Life skills enriched curriculum days provides opportunities for learners to practise life skills required to make informed choices regarding personal lifestyle, health and social well-being.

It provides learners with skills to relate positively with and contribute to family, community and society. Learners are equipped with skills that will assist them to deal with challenging situations positively and recognise, develop and communicate their abilities, interests and skills with confidence.

Our young learners with disabilities and disadvantage learn values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society. In the Life Skills enriched curriculum, we offer both 1:1 and group sessions in a range of ways

- Road Safety
- Healthy Eating
- Cooking
- Independent travel training
- Managing Money

There are a number of life skills activity days which aim to ensure that young learners with additional needs are able to gain the skills they need to live a happy, fulfilling and productive life. These are often taught as part of another activity, for instance some days will include travel training as part of a day trip out so that young learners can gradually increase their awareness and confidence in a real life setting. Our aim is to help young learners make a successful transition into the next phase of childhood.

Coping with a disability or caring for a young child who has one can be an isolating experience. Young learners with disabilities and their families can suffer disproportionately from social exclusion. Our aim with offering these life skill days therefore is to bring families together so that they can form friendships and support networks.

There are also services that help our parents to share their experiences through our coffee sessions, parent forum and 1:1 session with the SENDCo and class teachers.

How we modify teaching approaches

- All our staffs are trained in a variety of approaches for us to adapt and support a range of SEN including Autistic Spectrum Condition; Speech, Language and Communication needs; behavioural, social and emotional difficulties and Downs Syndrome.
- Our planning is tailored to meet the needs of all children and stems from the child's interests. Delivery of these plans may take the form of small groups or individual teaching depending on the children's needs.
- Teachers and support staff have also received specific training in relation to the use of resources and strategies to support children with SEN. E.g. 'Awareness of Autism', 'Box Clever,' AET, 'Intensive Interaction' and 'Quiet Ones'

How does the school know whether pupils are making progress?

- All pupils are assessed termly against the seven areas of the EYFS framework.
- We use the Early Years tracker to assess progress and to identify those children at risk of making poor progress, and those whose development is a possible cause of concern. We discuss these children at weekly meetings with staff and put plans in place to support them.
- Children who have been identified as having high level special needs are assessed using the Early Years Developmental Matters and Birth to 5 tracking system and also our Nursery Curriculum Learning Aspirations
- Teachers and the Senior Leadership team hold meetings with local schools to moderate our assessments to ensure that they are accurate.
- For children with SEN, the key person and SENCo will meet with the parent termly to discuss the support that is in place to support their child's development and the progress that they have made.

How is support organised for pupils with identified special educational needs?

- Adult support is allocated based on the individual need of the child. It may be in the form of support at group time, during free play, targeted small groups or full 1:1 support.

What equipment or resources do we use to give extra support

- We use visual timetables, objects of reference, picture reference, sand timers and intensive interaction for children who need it.
- We have a sensory room in our nursery which helps to develop social skills, language and communication skills.

How are decisions made about how much support individual pupils receive?

- Children are carefully assessed by the SENCo, Class Teacher and Key person to decide how much support is needed. Parents are also a part of this decision making process through personal profile meetings. The nursery will apply for High Needs Funding for children who are identified as needing a high level of adult support.

How does the school know if the extra support is helping pupils to make progress?

- Our detailed assessment systems mean that we can identify children who have received additional support and clearly track the progress they have made in all areas of the curriculum

What specialist support or services does the school access for pupils with SEN?

- We are aided by specialist/advisory teachers and support staff who work with us to help children with SEND and their families both at home and in the nursery.
- The nursery accesses all support services that are needed by individual children. These may include Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology Services, Social Emotional and Behavioural Services, Complex Needs and Dyslexia Service, Language Communication and Interaction Services, and services for visually impaired and deaf children
- Where a child is involved with a lot of outside agencies we feel it is important to invite everyone together to review a child's progress. We set realistic targets and strategies that will be used to support the child in reaching these targets. Parents are included in all of these discussions.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parents/Carers are invited to each personal meeting and their views are valued and recorded. As the child's primary educator, information they have from home is invaluable to ensuring their child reach their full potential.

How we support transition into our nursery and when they leave

- We invite all children and their parents to pre nursery sessions in the summer term before they start nursery. They get the chance to meet their new key person and become familiar with the setting.
- We offer home visits to all children so that we can see the child in their own environment and begin to build a relationship with them before they start nursery.

- We have a settling in period for all children and this varies in length depending on the individual child's needs.
- Transition to reception is very important and as soon as we are informed as to which primary schools our children are moving to, we start organising a transition programme.
- We invite reception teachers to come and visit the children in nursery and read them a story. We organise visits to reception, the number of times varying according to the child's needs.
- Teachers from the nursery will meet with teachers from reception and discuss the individual needs and development of each child.

The SENCo will meet with the SENCo's from the relevant primary schools to discuss children with SEN and the strategies that have been used to support their development. Parents are also invited to meet with both SENCo's and voice any concerns that they may have about their child starting school.

How additional funding works

- In some circumstances, the nursery will gather evidence to present to panel in order to receive funding for SEN children. Additional funding is not always guaranteed but the nursery will always ensure that the child has the resources they need to develop regardless of funding.
- Children will be notified to the Early Years Notifications with the consent from parents with additional paperwork. Early Years Notifications will then refer the children to necessary agencies once they have discussed the child.
- If a child has a statement, the parent will have a say in how additional funding is used. The parent will be told if they are eligible for a personal budget however, this must be used to fund the agreed plan for the child.
- With the consent from Parents, the SENDCo will support parents to apply for an Education Health Care Plan (EHCP).

Where can I get more information about Rebecca Cheetham Nursery's School Offer?

You can contact the Inclusion Manager who will be able to answer any questions you may have.

What can I do if I am unhappy with any of the outcomes?

In the first instance, you should discuss your concerns with the class teacher and Inclusion Manager. If you feel the issue has not been resolved you should follow the schools complaints procedure which can be found on our website.

Who can parents/carers contact in regards to their child's special educational needs?

The child's key person or class teacher

Shannon Taylor – Teaching assistant

Tracy Bassett – Teaching assistant

Shamima Khatun – Teaching Assistant

Shannon Reilly – SENDCo assistant

Farhana Miah Hoque– SENCo/Inclusion Manager

Mandy Young – Deputy Head

Rohan Allen– Head Teacher