



ALICE MODEL NURSERY SCHOOL SEND REPORT

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

At Alice Model Nursery we believe that children learn through play and by being allowed to pursue their own particular interests.

- We regard each child as a unique individual and we endeavour to meet all of their needs.
- We work in partnership with families and the community to give children the knowledge, skills and attitudes they need for success in life.
- We aim for children to leave us as confident, independent thinkers, problem solvers and effective communicators.
- We work hard to support all the children in our school to be the best they can, including all children with special educational needs and/or disabilities.

Type of school we are

Alice Model Nursery provides nursery education for 60 full-time equivalent children aged 2-4. We have 3 teachers, 5 nursery nurses (two of whom has specialised SEND training and is a very experienced practitioner in this field) and a teaching assistant.

Our Ofsted rating

Alice Model Nursery has been rated outstanding in 2010, 2012 and 2017.

How we know if a child has special educational needs

Before children start at the school their parents have a meeting with the Head Teacher and a home visit from their keyworker.

We ask parents to let us know if their child has any special educational needs or a disability so that we can discuss this and make sure the right support is in place for their child.

If a child has special educational needs it is very important that they get the help they need as soon as possible. In order to make sure that any special needs not known about before starting the school are picked up early, all children are assessed in the early stages of starting nursery and a 2+,3+ snapshot is completed within 2 weeks of being in nursery.

Our regular observation, assessment and monitoring procedures continue throughout the children's time at nursery to look out for any special needs that develop later.

We endeavour to establish and maintain good home/school links and parents are always welcome to speak to us, at any time, if they have any concerns about their child.

What we do to help children with SEND

Alice Model Nursery has developed a wide range of approaches to support children with special educational needs or disabilities. This is how we plan support:



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- First we identify what the particular problem may be. We then meet with parents to discuss their child's needs.
- We agree a programme of support that is carefully targeted on the particular area or difficulty.
This describes what we will do to support the child and what we hope the support will achieve.
- To see whether the support is helping we set a time-frame and review how things are going.

We devise an Individual Education Plan (IEP) for each child with special educational needs which is discussed with parents and reviewed on a regular basis.

How we adapt our teaching for children with special educational needs

Every member of staff is involved in planning, observing, monitoring and providing support for children, including those with special educational needs. Our specialist nursery nurse and teaching assistant provide extra support within the nursery to support the child's needs and also plan extra activities out of the nursery tailored to what the child needs. These take the form of small language or music groups and trips out of nursery to take children to the local environment, beach and forest, to encourage communication, social skills and promote physical development.

How we decide what resources we can give to a child with special educational needs

Part of our school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about what support is best for a child are made by the Special Educational Needs Coordinator in consultation with the child's key person and parents /carers. Parents are invited to contribute to planning through regular meetings.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child. This is done in conjunction with any external agencies that have worked with the child eg speech therapists, educational psychologists, occupational therapists, etc. Parents are very much involved in this process and there are regular discussions with parents to ensure that their child can receive as much support as possible to achieve their potential in learning.

How we check that a child is making progress and how we keep parents informed

The child's Early Learning Record and special book reflect children's progress and are regularly updated with observations, work, photographs etc. We work hard to maintain good home/school links with parents and meet on an informal basis every day with parents.

In December and July parents are given a written report about their child's progress.



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Parents are encouraged to contribute to the special book when they take it home. For children with special educational needs we have a review meeting half-termly or termly, according to the child's needs. This is to talk about the child's progress and review any targets for their Individual Education Plan.

Support we offer for children's health and general wellbeing

At Alice Model we strongly believe that children need to be happy and able to follow rules and routines to learn to the best of their ability. All our nursery staff work with children in their class on social skills, behavior and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, other professionals overseen by the SENDCo to help support the child.

Alice Model Nursery School has anti-bullying, intimate care, medical issues and diversity policies. We can give medication to children who have life-threatening conditions and parents will be asked to complete the relevant paperwork. If a pupil has particular behavioural difficulties, we would devise a Behaviour Support Programme designed to identify the cause of the problem and support the child to avoid him/her disrupting his/her own or others' learning.

Alice Model Nursery is a [Rights Respecting School](#) and in order to achieve this we have placed the [United Nations Convention on the Rights of the Child](#) at the heart of our school ethos. The Convention sets out the civil, political, social and cultural rights of every child and how those rights should be met. We place great importance on listening to the views of the children and everyone concerned - staff, parents, children and governors - treating each other with kindness and respect.

Parents are encouraged to discuss any concerns they have regarding their child's health and general wellbeing with the key person who will then refer any concerns on to the appropriate channels ie SENDCo, Head Teacher

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that will benefit from additional help from a specialist outside the school. Depending on the child's needs we may draw on support from:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologist
- Social Services
- Phoenix Outreach Team
- Behaviour Support Service
- Hearing-impaired Service
- Visually impaired Service
- Child Development Team

We always communicate with parents and ask permission before we contact these services.



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The training our staff have had or are getting

Every year we have 5 staff training days, which all staff are required to attend. Staff working with children with special educational needs receive appropriate and specific training e.g. at Phoenix School courses are run for those working with children with Autistic Spectrum Disorder. Several members of staff have had training in Signalong to support children with speech and language and/or communication difficulties.

When a child comes into the nursery with other specific needs we arrange staff training to provide understanding of particular difficulties and so they we can collectively develop strategies to help the child eg Down's Syndrome, Global Development Delay.

How we include children in activities and school trips

Any trips we plan would always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided.

We consult parents/carers and may ask them to accompany us. We have whole school trips to the woods, zoo and sea-side. We also organise smaller trips to the local farm, Natural History Museum, Science Museum and local parks. We always invite parents to accompany their children on these trips.

We place great emphasis on taking children with special needs to different environments for example, the beach and forest. We have found that children are able to greatly develop their communication, social and physical skills as a result of these trips. We provide specialised staff support for children that would benefit from these experiences.

Our school environment

Our nursery is step-free and there is a ramp to access the garden. There is a disabled toilet available which has a changing couch for children that require this. In nursery we have a range of equipment designed to support the development of children's coordination and motor skills, but if a child needs additional equipment we will obtain this through specialist services e.g. Occupational Therapy.

We have a sensory room where children can explore, using their senses and this provides a quiet environment for children that may be experiencing distress with change of routines and the social requirements of being in the nursery.

How we prepare for children joining our school and leaving our school

We invite all children joining our nursery to come and meet Lynn, our Head Teacher, and look around the nursery. Before they start we invite parents to bring their child to our Toddler Group and Toy/Book library so that they can become familiar with the nursery environment before starting.

At the beginning of their first term, the child's keyworker and another member of staff will visit them in their home. One member of staff will talk to the parents and the other will play with the child. We take photos on the visit so they can be used for the coat peg and special



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book before the child starts. We ask parents to let us know if their child has a disability or any special needs so we can make sure that the right support is in place for their child. These visits are a valuable way for parents to share their knowledge of their child with us.

Our settling in process allows each child to take his/her time until they feel happy and secure to be left in nursery by their parent/carer. The children leaving are taken to visit their new school and have lunch before they start reception. Photographs are taken and the child will make a book about their new school to take home and share with their parents.

Children with additional needs who may find the change difficult will make several visits and we would ask staff from their new school to visit us. They would also have a "passport" so the staff from their new school can find out more about them.

How parents are involved in school life

At Alice Model there is a strong ethos of Parental Involvement. We encourage parents to take part in workshops to develop their understanding of children's learning in the Early Years Foundation Stage curriculum, as well as developing understanding the culture and beliefs of all of the children attending the nursery.

We organise workshops around Eid, Christmas, Chinese New Year, Easter, Black History, which are always very well supported by parents. Many of our parents are keen to volunteer in the nursery and support us enthusiastically on our trips to Forest School and on special events such as Sports Day, the Big Toddle, Carnival in Beaumont Square. Many of our parents have gone on to develop their skills in working with children to take up NVQ courses in Child-Care (2 of whom are now on our staff).

We are always ready to speak to parents about any concerns they have regarding their child and are able to do so on a daily basis. Parents are represented on our governing body. We have a number of Bengali speakers on the staff who can translate for Bengali-speaking parents and other staff bilingual in Italian and other European languages.

Who to contact for more information or to discuss a concern

- Your child's key person
- The Head Teacher - Lynn Cottle
- The Special Educational Needs and Disabilities Coordinator - Kim Waters

If necessary, please ask at the Reception if they can arrange an appointment for you. The school telephone number is 0207 790 5425

Our report for children with special educational needs and disabilities was prepared in September 2020

It will be reviewed in September 2021.