

**Basnett Street Nursery School
And The Chatterbox Club**



**SEN Information Report
2022-2023**

Special Educational Needs/Disabilities Coordinator:

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**Basnett Street Nursery School
&
The Chatterbox Club**

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The kind of SEND we provided for.

Basnett Street Nursery School is a Local Authority Maintained Nursery School. The Chatterbox Club is a not for profit charity run by a board of trustees. To our families and community we are seen as 1 setting, but legally we are separate. However, we do work in complete partnership to support us to be able to meet the needs of our community and provide the highest quality of provision.

At Basnett Street Nursery School and The Chatterbox Club, we strive to provide a broad and balanced curriculum for all children. Inclusion is at the heart of our curriculum, and our culture and ethos ensures all our systems cater for all children's needs. We strive to meet the needs of all individual children, to ensure they are in the best position to learn, to ensure their full potential is met.

We follow a graduated response to supporting SEND needs. Special Educational Needs and provision can be considered as falling into four broad areas:

- Cognition and Learning.
- Communication and interaction.
- Sensory and/or physical.
- Social, Emotional and Mental Health.
- SEND code of practice 2015)

Our admission arrangements and admission policy fully support our inclusive culture, admitting as priority children with SEND, ensuring we meet the statutory requirements of the SEN and Disabilities Act (2002) and Children and Families Act (2014) Part 3.

All staff at Basnett Street Nursery School and The Chatterbox Club are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the nursery.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

As a maintained Nursery School, we place significant emphasis on the early identification of need and early help required in order to ensure the child can reach their full potential and importantly have the correct support in place if required to enable them to be successful throughout their future educational journeys.

The SENDCo works closely with all staff to analyse data and individually track children experiencing difficulties. Our current data demonstrates that the main difficulty our children experience are in the area of communication and interaction. As an Early Years setting, we have enabled our practice to fully support this prevalent area of need, enabling us to identify need quickly.

When a child starts at Basnett Street, a baseline assessment is carried out within the first two weeks. We then use the ICAN Stages of speech and language development assessment on all children, alongside the 2 year progress check in partnership with the Health Visitor (for our 2 year olds). Any child that is identified as working below is targeted through the delivery of our

universal Early Talk Boost provision, and additional assessment are made on these identified children, to ensure progress is being made. Any child that is identified as working significantly below, are further assessed on the Wellcomm assessment framework. The Wellcomm assessment information is then used to deliver the correct stage of Wellcomm programme to the individual child through an intervention approach, using our Lead SEND Practitioner. A referral to speech and language is also made if a child is working at Level 3 or below on the Wellcomm assessment for 3 and 4 year olds, and the assessment data is used to strengthen the referral process. A personalised Targeted Learning Plan would be used, that would identify the key targets that are to be targeted over a 4–6-week intervention programme. 4-6 weekly reviews enable us to monitor carefully the progress being made. If no progress is made by the second round of TLP provision, then a referral for inclusion support would be made, following the graduated response.

Home visits are also completed for all children. This is when more complex issues can be identified, alongside application form information, information from Portage and/or health involvement, and transition information from The Chatterbox Club (for a child starting in the Nursery School). The SENCO as part of the Senior Leadership Team, would look closely at the needs of a child identified as having or having possible complex needs. The Headteacher would then ensure that the staffing structure was adapted to meet the needs of the children, providing a smaller ratio of no more than 1:3 dependant on need. The Graduated Approach would then be used to ensure the correct support was provided.

Our provision map provides an overview of our approach following the graduated response:

Provision Map		
Wave 1 (Universal Services)	Wave 2 (Catch up)	Wave 3 (SEND)
<p>This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.</p> <ul style="list-style-type: none"> All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the school’s curriculum and ICan Speech and Language Assessments. Early Talk Boost is delivered as a universal offer to meet the needs of the cohort of children we serve. 85% of our children enter working with abilities below the expected standard in speaking, with 46% of these working significantly below. 	<p>When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.</p> <p>At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:</p> <ul style="list-style-type: none"> Adjusted targeted / focussed one-to-one and /or group activities. targeted resources. Environmental adjustments e.g., quiet areas. 	<p>Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.</p> <p>At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:</p> <ul style="list-style-type: none"> differentiated provision. small targeted steps strategies resources <p>All TLP's are discussed during staff planning meetings as well as being carefully reviewed and evaluated half termly. SEND monitoring meetings take place with all staff half</p>

<ul style="list-style-type: none"> • Achievements and progress will be monitored and documented in our Learning Journals. • Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions, formal parent meetings as well as observations being sent home. • All our children are valued, we recognise each child as an individual with unique learning needs. • Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities. • Our learning environment provides opportunities for all children to be included in the setting as a whole. • We have continuous provision inside and outdoors with enhancements to reflect the interests of the children. • Structured group times are held at the start and end of each three hour session. These sessions provide opportunities for key workers to teach children phonic, number skills as well as PSED issues. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision. 	<p><i>Each child's progress will be monitored closely through pupil progress meetings and the use of Early Talk Boost</i></p>	<p><i>these meetings ensure all needs are being met.</i></p> <ul style="list-style-type: none"> • Knowledge and advice from relevant professionals and outside agencies will be sought with parent's consent. • The SENCO and key workers will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential. • A request for involvement may be made for extra support and funding. • An Early Help Assessment (EHA) may be completed. • Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met. • An Education, Health and Care Plan needs assessment may be initiated if evidence of intervention and additional support gained, indicates the child would benefit from this level of support and individual plan, to ensure their needs will be met. <p>the Family (TAF) meetings</p> <ul style="list-style-type: none"> • Wellcomm will be delivered to children with a significant speech delay that is assessed as requiring specialist intervention on the ican Boost assessment. This accompanies a referral made to SALT if working below stage 3 on Wellcomm.
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Staff Roles and Responsibilities

Senior Leadership Team – Monitor and evaluate the effectiveness of the SEND provision and ensure the staffing structure meets current need.

SENDCo – Coordinates the SEND provision and monitors and evaluates the implementation of provision and its impact. Refers and works closely with specialist agencies, including the Lancashire Inclusion Team, to disseminate and implement advice into practice. Responsible for leading on Early Help Assessments and leading on TAF meetings if identified as a need, in relation to SEND.

Lead SEND Practitioner – Monitors and evaluates the impact of ICAN Boost and Wellcomm intervention. Responsible for the writing and review and evaluation of TLP's. Works closely with the specialist agencies, using reports to ensure all advice is used to support pupil progress for their children.

SEND support assistants – we currently have 2 key staff who support the needs of the children with more complex needs. These staff are responsible for the delivery of the TLP work and the review and evaluation of targets set. These staff are also responsible for supporting the development of personalised routines and the use of PECS (Picture Exchange Cards, to support communication and interaction).

Keyworkers – Support the SEND support assistants in the delivery of TLP work for their more complex needs children. Support the Lead SEND Practitioner in the delivery of all TLP work. Deliver ICAN Boost in provision as part of universal and targeted provision. Support the delivery of Eiklan and ensure the consistent approach to teaching vocabulary if delivered. Complete regular formative and summative assessments on all children and identify any causes for concern to the SENDCo and/or during pupil progress meetings.

The role of all staff is to work closely with parents and involve them in the educational journeys of their children. A key responsibility for staff is to maintain excellent communication across the whole staff team and with parents/carers. The SENDCo will work closely with parents, signposting to services such as 0-19 ASD Pathway, SPLT, parental EHCPNA requests, Disability Living Allowance Fund. Parent meetings will be held regularly with parents to ensure progress is clearly communicated. Additional support will be offered at the time that transition to their next stage of education is approaching, in order to support parents to understand their options and identify what is the best next step for their child, working in partnership with the Local Authority.

We fully operate an open door policy with regards to any concern a parent may have. We will always support parents with any difficulties or concerns they may have, and support them to identify appropriate next steps and guide them through the process.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

At Basnett Street Nursery School and The Chatterbox Club, the strength of our key worker system ensures that the child's voice is always heard. We are an Attachment Aware School, and understand the importance of positive attachment, and viewing the behaviour of a child as a form of communication. The key workers responsibility, is to learn to understand the child, and identify what the child is communicating. Our Attachment Aware and Behaviour Regulation Policy enables us to ensure that children's basic needs are always met in order for them to be

in the position to benefit and learn from the environment around them. This pedagogical approach underpins all elements of our provision, and is key to supporting our successful SEND provision.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parent communication is at the heart of our culture and school ethos.

If a child is identified as having an SEND, parents will be completely involved in the whole process and guided throughout.

For any parent who has already identified SEND and has started to take action and wants to know more about our SEND offer, the website contains all key information to support them to decide whether Basnett Street can meet the needs of their child. Tours of the school are also available to see the setting in action. Application forms are then available, which enable parents to write about any issues, SEND, including any medical needs, to inform us of their child's needs. Our Admission Policy prioritises children with SEND to a place in our Nursery School.

Once a place is offered, home visits are undertaken to gain more information from parents about their child. The SENDCo and/or Headteacher will always accompany the home visit, and more than 1 home visit may be undertaken, if a child's needs is identified as more complex. This is particularly the case for a medical need, to support the writing of a Care Plan, to ensure everything is in place to meet the child's needs before they start.

Staff are then available daily. Parents can speak to their child's keyworker daily, and through these can arrange to meet with the SENDCo and/or Headteacher, if they have any difficulties or concerns.

Early Help Assessments are offered to any families that are struggling, and feel they need some extra support. Following this assessment a TAF plan can be created and delivered through the school to support the family according to the need identified.

We also hold 2 parent meetings a year (Autumn and Spring) as standard, but half termly meetings will be held with SEND children to review progress and identify next steps.

Parent questionnaires are also sent out at least twice a year, to be used as a review of practice and the meeting of our family's needs.

The Governing Body also includes 3 parent governors. The SENDCo reports regularly to the governing body.

We are also able to provide Bilingual Support for our main Home Languages, other than English, which are:

Punjabi
Urdu
Bengali
Pushto

The staff team is always available to signpost parents to any additional information, advice and guidance they may require.

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

School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is evaluated to measure progress outcomes, and to ensure that only the interventions which deliver the best impact on learning are delivered. The SENDCo works closely with the staff team and the Senior Leadership Team to identify the needs of the child and to ensure the correct support is given.

The Graduated Response is followed, which enables us to request for inclusion support, if the school support is not having the intended impact. Work with parents on identifying these next steps is always discussed and permission granted before access to external services requested. Children's progress is reviewed termly at progress meetings. Where concerns are raised a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, further requests for inclusion support (following the graduated response), and/or enhanced quality first teaching. It would always be discussed with parents and the graduated approach would be discussed.

Where progress towards targets is slow and not shown through assessment of the curriculum, we use the Early Years SEND Toolkit, Assessment, Tracking and Target Setting (2022). This supports specific target setting and allows small steps of progress to be assessed. We use this alongside using the advice of other professionals, such as Specialist Teacher, Educational Psychologist and SPLT.

Staff are trained regularly with regard to SEND and specific training is offered according to need. Health support will always be sought for children with additional medical needs, and training provided as necessary, to be able to write and implement individual care plans.

Teachers/keyworkers are responsible and accountable for the progress and development of all the children in their group, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school environment?

Current Good Practice

Physical Environment

A ramp to the entrance enables wheelchair and pram access. There are no steps in the nursery school part of the building. The outdoor environment has a ramp to the garden and pathways that can be accessed by children with mobility difficulties. Nursery classrooms are spacious and carefully planned based on observations of children. There are no parts of the environment to which children have limited or no access. In the Nursery there are height adjustable tables available with low chairs, and all areas of provision are easily accessible and presented so that all children can access, whether this is on the floor, cable drum table or on low tables etc. The interactive computer board is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas.

Curriculum

Every child is valued as a unique individual. Planning is based on individual need and interest. This ensures that all needs are met and resources are used creatively to ensure they are fully accessible and support/stimulate learning according to individual need.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We use Makaton to support children and display signs and pictures to support staff when communicating. ICAN assessments undertaken when children start enable early intervention through the use of ICAN Boost and Wellcomm to support speech and language difficulties. Referrals to speech and language are made for children requiring professional speech and language therapy support. Adjustments are made for visually and/or hearing-impaired children on a need basis.

Access Audit

Basnett Street is a one storey building floor. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The reception hatch also has a loop system fitted to support hearing aid users. There are disabled toilet facilities available, situated in the Chatterbox Club. The school has internal emergency signage and escape routes are clearly marked. Arrangements can be made for car park access if required.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

A Provision Map for SEND is created annually by the SENDCo. This focuses upon specific SEND and interventions required to meet needs. The school budget is primarily spent on staffing, to support the SEND children and deliver interventions and support specific TLP work. Inclusion funding is claimed for, if staffing requirements exceed the Provision Map, due to the need of the child and for any extra resources that are required.

Decisions made about additional resources are often made after seeking advice from the inclusion service, e.g. the specialist teacher. Therefore, the SENDCo, Headteacher, Specialist Teacher and any other professionals, alongside parents are involved in the decision making. Regular meetings with the SEND governor enables allocation of provision to be discussed.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Daily communication with parents ensures they are always kept up to date with how their child is doing. For a parent with a child with SEND, regular half termly meetings will be arranged for them to discuss their child's progress in line with their individual targeted learning plans, and discuss next targets/steps. Parents will be involved in this whole process and will be informed and provided with guidance about how to support their child's learning and development at home.

Regular assessments are carried out on all children, but for a child with SEND, extra assessments may need to be undertaken to check that the intervention work is having a positive impact. Parents will always be updated with this information and the child's progress discussed.

What training have the staff supporting children/young people with SEND had or may they have?

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

Staff Training received:

- Makaton
- Elklan
- Early Talk Boost
- Wellcomm
- Autism
- Autism and differences in gender
- Pathological Demand Avoidance
- Attachment Aware and Trauma informed practice
- Play Therapy (Lead SEND Practitioner)
- Forest School Level 3 Award (Teacher/Forest School Practitioner)
- Writing an IEP (Lead SEND Practitioner)
- How to differentiate for pupils with SEND (Lead SEND Practitioner)

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Effective transition arrangements are in place for children with SEND. If it is felt that a child may require an EHCP Plan, work towards this, following the graduated approach, starts immediately. We work closely with parents on this, and if appropriate and viable, we will guide parents to start the process before the child even starts at Nursery School and signpost them to the relevant services. This is because the timescales for achieving an EHCP before the child starts primary school are very tight. Therefore, our timescales are strict, and the plan, do, review, assess cycle is timely.

We understand the importance in our role of enabling every child to be ready for their next stage of education. We aim to have all the processes in place for a SEND child, so that their transition is smooth and the feeder school, can literally continue with the child's support. To support us with this we use CPOMS to build a chronology of the child's individual support that is then transferred to the feeder school, so they can continue with the process.

We hold transition meetings with the feeder schools and provide them with all the important information and aim to support the decision making for each individual child, having the child's best interest at heart, with understanding in depth the issues/challenges they may face.

We believe transition arrangements for a child with SEND, should be personalised to that child. At Basnett Street Nursery School, we encourage this approach and will guide parents to encourage that the needs of the child are met and will continue to be met during this crucial stage.

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

Due to the stage of development of our cohort of children and the high level of SEND need catered for, we provide experiences that come to the children in Nursery School, to support and further extend learning within our curriculum. For example, we would organise a farm to come to us, rather than taking the children out to the farm. This proves to be a successful approach for us and meets our varying needs, in a safe environment, whilst providing first hand real life experiences.

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

Our key pedagogical approaches to our curriculum, ensure the highest level of wellbeing is supported. We use main 3 approaches to deliver our curriculum, these being:

1. An attachment Aware Approach
2. Forest School Approach
3. Sustained Shared Thinking Approach

1. Our Attachment Aware Approach ensures that all children's needs are met, with the key worker role being the foundation to its success. All children will have a sense of belonging, will feel safe and will have all their individual needs met, whatever their stage of development.
2. Forest School Approach ensures that children have the opportunity to experience the natural world and learn through real life experiences. The outdoors is a sensory rich environment and we often find that children with SEND, benefit greatly from spending time and learning in the outdoors.
3. The Sustained Shared Thinking Approach enables children to have a strong sense of self and importantly demonstrates value to each and every child's voice, thoughts and feelings. It is an approach that is used to support all stages of development and skilfully enables practitioners to build upon prior learning/experiences of each individual child, and then to use the language of learning and the well-resourced environment around them to further extend learning.

These 3 approaches are all built around the core principles of supporting high levels of wellbeing in order for children to be in a position to learn, and importantly engage in deep level learning.

For a child with a more complex SEND need, the above approaches are used to scaffold personalised routines and support emotional regulation, by ensuring needs are met. Window of Tolerance Plans are often used to support the identification of triggers to emotional dysregulation and in turn to then identify personalised support that supports the reregulation to stabilise the overall wellbeing of the child.

A medicine Policy is in place, to ensure that medical needs are catered for in a safe manner, with forms completed by parents to ensure medications are given and dosed correctly.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The effectiveness of the SEND provision is evaluated through the use of:

- Data Analysis
- Targeted Learning Plan reviews
- Intervention Outcomes monitoring
- Teaching and Learning Observations
- Parental feedback

The parent/Carer voice is gained throughout every step of our SEND approach. The child's voice is collected through observations from key workers and support staff, and from parents.

Our monitoring and evaluation findings are reported on at Senior Leadership Meetings, in order to identify any future action. It is also reported on at staff meetings, to ensure the voice

of the whole school contributes to any future developments. This is all then fully reported back to Governors to ensure they are fully aware of the provision on offer, the maintenance of this and the providing of any future resources.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Services accessed:

- SPLT
- Local Authority Specialist Teachers
- Local Authority Educational Psychologists
- 0-19 ASD Pathway
- Children and Family Wellbeing Service
- SafeNet
- Community Food bank
- Church on The Streets
- Police Early Help Team
- Local charities and use of local services, e.g., TESCO in the community
- Calico
- New Era
- Health Visiting Team
- Children's social care

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact if parents/carers want to discuss something about their child with SEND is to talk to their child's keyworker and/or SEND support worker. Keyworkers/support workers will then arrange for the parent/carers to meet with the SENDCo if this is then necessary. The SENDCo will then work with the parents/carers until the issue has been resolved satisfactorily. If the parents feel that this has not been resolved satisfactorily, they can then ask to speak to the Head teacher. After speaking to the Headteacher, a parent wishes to make a formal complaint then the complaints procedure can be found on the school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

During discussions with parents, we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulation and guidance
- support from other agencies and organisations

Where can I find information on where the local authority's local offer is published?

Our Local Offer – is available on our schools website under SEND.

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>