



Our SEN and Disability offer

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

When you and your child visit our setting you will have time to talk to the designated key person. At this time any concerns that you have (including your child's medical conditions/disabilities) may be shared and discussed. We will communicate with your child's previous settings/external services and visit/phone wherever possible.

Once your child begins at our school their progress is monitored and noted through regular observations. If we have any concerns we will share these with you. It is our responsibility to ensure that we identify and help those children with SEND, including the gifted and talented. Parents/carer's should always contact the Nursery SENCO or key person in the first instance if they become concerned that their child may have SEND.

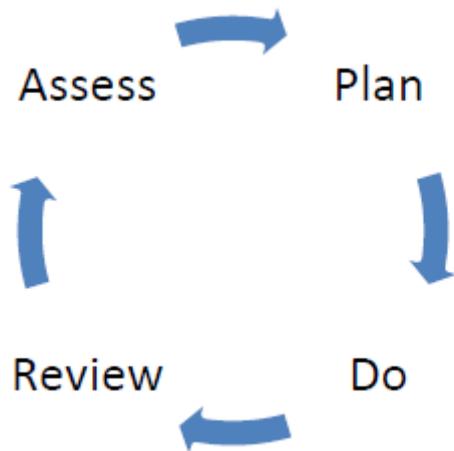
How will the pre-school/ nursery support my child with special educational needs?

"We are a Catholic school, under the trusteeship of the Diocese of Arundel and Brighton.... We are non-selective and we aim through excellent staff/pupil ratios to support and challenge pupils, including those who are gifted and talented and those with learning difficulties or disabilities." (SEND Policy)

"....every child is encouraged to achieve their full potential, within an inclusive community..." (Mission Statement)

Quality first teaching is our primary approach to meeting the needs of all learners. Through careful observations we identify children who do not make expected progress and by this stage we speak to parents and seek the advice of the SENCO.

The SENCO will assess your child and then work with their key person to devise a Setting Based Support Plan (SBSP). There will be an opportunity for you to discuss this plan with the SENCO and your child's key person. All the practitioners in the school who interact with your child, will also be aware of your child's SBSP so the appropriate support can be given during activities. The SBSP will be reviewed every 6 – 8 weeks or earlier if required. If appropriate, the SENCO will also work with outside services and the East Sussex County Council Children's Services. Parents/carers are consulted at every stage and may be asked to contribute to the plan and its delivery. Through regular monitoring and review we assess whether to withdraw support, develop the plan further and set new targets, or seek specialist advice from outside services.



How is the decision made about what type and how much support my child/young person will receive?

We have an experienced team of practitioners who work with the children. We are a small school where all children are observed regularly and practitioners are able to note children's particular needs.

Initially support is provided by the key person with the SENCO being informed. The SBSP is updated every 6-8 weeks and discussed with you. STAGE 1: ACTION

If a child's difficulties are significant and despite support, he/she is not making adequate progress, we may seek independent assessments from outside services, such as physiotherapy, speech and language therapists and occupational therapists, in order to assist pupils in the best way possible. STAGE 2: ACTION PLUS

If a child's needs cannot be met in Stage 2, we would consider the need for a statutory assessment, which may lead to an Education, Health and Care Plan (EHC), setting out the child's needs in detail and the special educational provision to be made for them.

Parents are consulted at every stage of the process.

This support and guidance may involve the Early Years Service and additional funds can be applied for if necessary.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/funding/early-years/>

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

All practitioners make regular observations to observe the children on a daily basis. Each child has a tracker sheet which is completed at the end of each half term to identify progress made. At the end of Nursery 2 you will receive a written report which is shared with you and the Reception Teacher. The Early Years Foundation Stage (EYFS) profile is completed at the end of the Reception year. In the Reception Class, written reports are issued to parents twice a year in autumn and summer terms. We offer a formal consultation at the end of each term in both classes. In addition you will have the opportunity to meet with your child's SENCO on a regular basis to discuss their SBSP.

We have an open door policy whereby parents/carers have daily contact with their child's key person at drop off and pick up. Each child has a home/school book for information sharing.

Parent consultations are held termly but we are happy to meet you at other times by appointment. This provides the opportunity to share your child's next steps and their Learning Journey, to which you are invited to contribute.

Information evenings are held annually and offer parents the opportunity to experience at first-hand what and how children learn. Past workshops have included Phonics, Maths, ICT and Science. We will advise you of other courses available through our local Children's Centre. We can also direct parents to other support services, e.g. Speech and Language therapy, and have good relationships with wrap around external agency support, such as Starjumpz.

What support will there be for my child's overall well being?

At Sacred Heart we provide a safe and secure environment where pupils are given the opportunities to achieve their full potential. We listen to children and they are encouraged to share their feelings through use of the 'Pupil Voice'.

Within our setting all practitioners are first aid trained and there is a fully qualified paediatric first aider on site at all times. If your child has an accident at school we make a written record, which is given to you and a copy retained at school. Parents are asked to sign to confirm receipt of notification. We can only administer prescription medicine at school on receipt of written authorisation by parents.

We have limited facilities for changing children during the school day and we have a personal care plan which we follow. For children with special dietary needs/allergies/food intolerances we work with our school meals supplier to deliver appropriate meals.

The children in our Foundation Stage experience regular routines and learn that agreed rules of behaviour and conduct are necessary to ensure that school is a happy place for everyone. The daily routines are displayed on a visual timeline. We believe that playing and sharing with others encourages communication and fosters good relationships.

Resources are accessible to everyone and are labelled with colourful pictures. At regular intervals during the year we talk with the children to find out which activities they particularly enjoy and what that they feel they are really good at or what they find harder. Their comments are recorded in their Learning Journeys.

What training do the staff have in supporting children with special educational needs or disabilities?

The SENCOs attend regular training about a range of needs and specific training on how to write SBSPs. In addition, there are termly inclusion support groups where knowledge and experiences can be shared in a confidential way. The SENCO cascades information down to all practitioners working in the school. All staff have received training in caring for diabetic children, behaviour support and supporting deaf children. Some staff have received training in Makaton training and sensory processing.

The main school SENCO is highly experienced and available to offer further advice and support if called upon, having particular specialist training in auditory processing, sensory processing disorder and autistic spectrum disorders. Regular training is accessed in order to be able to deliver specific intervention for speech and language therapy, OT and physio. From time to time, in response to specific need, we may access whole staff training, e.g. Makaton. We refer to the Equal Opportunities policy and the SEND Accessibility Plan which is regularly reviewed and updated.

What specialist services and support are available to the pre-school/nursery?

We have qualified SENCOs in the EYFS and in the main school. Staff work closely together. Initial observations are taken by the practitioners and when necessary, we refer children to specialised services with support from East Sussex County Council Children's Services, e.g. speech and language therapists, OT, physios. We communicate regularly with these external services and work with them to deliver services in school where appropriate. We have good working relationships with these agencies, and in particular a wraparound agency, Starjumpz, which provides OT, physio, and paediatric services. (Crowborough)

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/services-supporting-schools>

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

Our outdoor area is accessible to all children. The Foundation Stage building is single storey with access to the outside area via the main entrance, the cloakroom door and from the Nursery classroom. A path runs down to the end of the school boundary.

All children in the EYFS are encouraged to take part in the school trips which take place during the normal school day. All educational visits are planned to support and enrich the curriculum. The EYFS co-ordinator will visit the venue to assess its suitability and carry out a thorough risk assessment. To ensure that all trips are inclusive we may change teacher/pupil ratios to offer 1:1 support, or ask parents to accompany, depending on the particular needs of the individual child and the nature of the trip.

How accessible is the pre-school/ nursery?

In the EYFS we aim to make reasonable adjustments for any child with learning difficulties and disabilities. Wheel chair access is possible to the Foundation Stage, to the main school and to the outdoor environment. Disabled toilet facilities are provided in the Foundation Stage building, school hall and main school. However, we have limited provision for changing children. If specific equipment is required for one child parents may be asked to provide this, where necessary and within reason. We are able to work with children who require specific sensory environments/and/or

low sensory stimulus. The small classroom in the Foundation Stage building has been sound proofed to aid small group sessions.

For pupils with English as a second language (not currently bilingual) we would liaise carefully with parents to ensure that such a child was supported appropriately in school, e.g. using a visual timetable. We would endeavour to provide an interpreter for parent interviews and provide written materials in the parents' first language. Parents who have English as a second language are encouraged to visit the Local Children's Centre for further support.

How will the pre-school/nursery help my child move on to school?

Our Foundation Stage building includes Nursery and Reception, so movement from Nursery is a gradual and seamless transition. The Reception teacher already knows the children well, having worked with them whilst they are in Nursery. The child's key person will also complete a transition to school form which will be shared with you and the Reception teacher.

Give us your views about this information

Contact localoffer@eastsussex.gov.uk or call Information for Families 0345 60 80 192

More information, advice and support

The local offer- what is available for children and young people with special educational needs in East Sussex

- www.eastsussex.gov.uk/localoffer

Date issued: February 2018

Review due: February 2019