

# COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

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## SEND Information report

Collyhurst Nursery School and Children's Centre



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## Revision Information

<b>This document has been approved for operation within</b>	Collyhurst Nursery School and Children's Centres
<b>Date of last review</b>	October 2023
<b>Date of next review</b>	October 2026
<b>Review Period</b>	Annually
<b>Approval Status</b>	Approved
<b>Date of Approval</b>	15 <sup>th</sup> Novemeber 2023
<b>Person Responsible for Policy</b>	Headteacher
<b>Owner</b>	Local Governing Body: Collyhurst Nursery School and Children's Centres
<b>Signature of Approval</b>	<i>Signed copy on file</i>



## SEN Information Report

September 2023

### Our Core Approach

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Collyhurst Nursery School is a maintained nursery school in North Manchester that caters for the early education of children aged 2-5 years.

We recognise that each child is unique and that they learn and develop at different rates. At Collyhurst, we provide high quality early education for all children promoting inclusive practice, in line with the Early Years Foundation Stage (EYFS) curriculum.

All children are offered Quality First Teaching in the first instance. We follow a policy of early identification when it comes to children with additional needs. This is done through early meetings between the SENCO and classroom staff. In these initial meetings, concerns are raised and noted. Part of this process is to involve parents/ carers as early as possible as they are key to identifying need and it is essential that they are informed of what is happening with their child in nursery.

If it is identified that the child needs a higher level or continued targeted support, the child would be added to the SEND register and an Individual Progress Plan (IPP) will be created to ensure that the child has small steps of progress identified and that they are receiving the provision that they need. These IPPs are reviewed at least three times per year, with new steps being identified at each stage. If further support is required, we may refer to external agencies such as Speech and Language Therapy (SALT), Educational Psychology (EP), or any further relevant professionals. Parental permission will always be obtained prior to referral.

### SEN Needs:

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Our nursery school currently provides additional and/or different provision for a range of needs, these needs are generally thought of in the following four broad areas of need and support:

#### 1. **Speech, Language and communication**

All nursery staff are trained in the assessment and delivery of WELLCOMM to ensure that children experiencing difficulties with speech, language and communication can have their needs met in the first instance. All children, upon entry to the nursery, are assessed in WELLCOMM and, if required, engage in targeted activities in order to enhance and support their language development.

#### 2. **Cognition and Learning**

We follow the inclusive ethos that all children should receive adapted teaching within nursery but recognize that some children may need additional support to further develop. In practice, this may look like small group, or 1-1, teaching where appropriate to meet the child's individual needs.

#### 3. **Social, emotional and mental health**

We ensure that provision in the classroom supports positive mental health and that social and emotional needs are met. We recognize that beyond the classroom, some children may



need additional support to meet their emotional, social or mental health needs. This may look like small group, or 1-1, intervention working on identifying emotions or working with others.

#### **4. Sensory and/or physical needs.**

Our nursery is entirely accessible for children with sensory or physical needs. All school enhancements, eg trips, are pre-planned to ensure that they are accessible for all children and promote inclusivity. We take advice from external professionals, such as physiotherapists, before initiating any interventions.

### **SEND Provision**

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Our approach to early identification and assessment of SEND is set out in our SEND Policy. We have set out below, a summary of information on the nursery's approach to SEND which covers the following areas:

- Teaching pupils with SEND
- Adapting the curriculum and learning environment for pupils with SEND.
- How additional support, equipment and facilities are made available for pupils with SEND.
- Assessing and reviewing the progress of pupils with SEND.
- Promoting inclusion between all pupils regardless of whether they have SEND
- Supporting the Social, Emotional and Mental Health development of SEND pupils.
- Evaluating the effectiveness of our SEND provision.

Where additional support or expertise is required to meet the needs of a pupil, external agencies may be called upon, for example; the Local Authority, Speech and Language Therapy, Educational Psychology, Rodney House and Physiotherapy. Parents are fully informed, and must give consent, before referrals take place.



## Consulting with children and their parents

Consulting with parents and learners is central to our inclusive approach to SEND, we do this through:

Action/ Event	Who's involved	Frequency
Initial meetings	SENCO, Parents, Nursery staff (Key workers)/ family worker.	When a child is identified as possibly having additional needs.
Team around the child meeting/ annual review	Anyone involved with child's education/ well-being.	Once a year for an EHCP review or when applying for an EHCP.
Invitation to meetings with outside agencies.	SENCO, Nursery staff (key workers), external agencies/ family worker.	When applicable.
Referral meetings	SENCO, family worker, Nursery staff (key workers).	When applicable.

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

The Information, Advice and Support service Manchester (IAS)

0161-209-8356 (weekdays from 10am-3pm)

## Staff contacts and development

The SEND provision within the nursery is coordinated by the SENCO, Lauren Davies, who can be contacted at the nursery by email ([l.davies@collyhurst.manchester.sch.uk](mailto:l.davies@collyhurst.manchester.sch.uk)). The SENCO is designated one day per week to manage SEND provision. The SENCO is also supported by the Interim Head of School, Nicola Burton, who is also a qualified SENCO.

We, are committed to developing the expertise of staff and all staff are trained in the delivery of SEND provision.

In the last academic year, staff have been trained in Universal Speech and Language training (including WELLCOMM), child centred approach, various referral processes and the Assess Plan Do Review cycle. A member of staff also completed an Autism Awareness Course.

We use specialist staff, sometimes external for children with sensory, physical or SALT needs.



## Deployment of resources

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Children with SEND may, sometimes, require access to different equipment or facilities. We aim to support these needs, on an evidence-led approach, utilizing internal and external resources.

We have a small staff team throughout the nursery. Each class is staffed to ratio safely in line with the EYFS. Children are familiar with all adults in the nursery but staff tend to be static to rooms. This means that children are able to develop strong relationships with key workers and other staff which in turn supports early identification and intervention.

## Partnerships and Transitions.

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When transitioning to other schools or settings, we support children by maintaining contact with the setting, communicating with parents and ensuring that additional needs and strategies are handed over.

Within the nursery, children only transition to other 'rooms' when they are developmentally able to. If a child thrives in one setting and this is developmentally supporting their progress, they will not transition until they are ready to.

Collyhurst works with a number of external partners including: Early Help, Rodney House, the Local Authority and One Education. Meetings with parents are always sought before referrals are completed so that parents' views can be shared and consent is given.

We believe that the outreach to external services supports our children and their families in the following ways: specialist expertise and support where necessary; support for Statutory Assessment if required and; ensuring that all children have the individualized support that they require.

The nursery works closely with the Local Authority which retains a strategic role across Manchester to support SEND provision. The Manchester Local Offer supports children and their families to understand what services and support they can expect and their entitlements required by law.

Details of the Local Offer can be found here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>



## Complaints

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Our complaints policy can be found on the school website, here:

[41f5a1\\_52db2e653c83463fbc0ef3eec8d051f.pdf \(collyhurst.manchester.sch.uk\)](#). Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The nursery's complaints procedure cannot be accessed to resolve such complaints.

Complaints regarding a child with SEND's support and provision, should be directed to the nursery SENCO (Lauren Davies, [l.davies@collyhurst.manchester.sch.uk](mailto:l.davies@collyhurst.manchester.sch.uk)) in the first instance, as per the complaints policy. Support will be provided for any parent/carer, making a complaint, who themselves have Special Educational Needs and/or a disability. Additional support can also be sought via [www.sen-help.org.uk](http://www.sen-help.org.uk).

## Challenges this academic year

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Last year we had some successful applications for statutory assessment, where children received Educational, Health Care Plans. This meant that when transitioning to other schools/ settings, provision is in place to further support their educational journey.

A challenge last year was the difficulty in securing external referrals and support. This has been for many reasons: the age that children are presenting with additional needs and requiring support; the availability of Educational Psychologists and awaiting on other external providers before referring for further support. Many of our referrals in the last academic year were rejected. Since this, further information has been sought and referrals re-submitted.

This year, so far, our challenges have included an increase in the number of children requiring a significant level of support to be able to access provision. This means that we are currently monitoring these children, putting in place additional support and working through the graduated response. We are hoping to reach out to external specialists, this year.

## Further Development

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This year, we will be applying for a number of Educational Health Care Plans in order to further support children who will transition to a different setting at the end of the academic year.

As the SENCO is new to role, they will be strengthening the relationships with children and families to further support the development of SEND practice throughout the nursery.

### Relevant policies underpinning the SEN Information report:

- SEND Policy
- Safeguarding policy
- Accessibility Policy
- Behaviour Policy



**Legislation and Guidance taken in to account when compiling this report includes:**

- Children and Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

**Date presented to/approved by Governing Body:** \_\_\_\_\_

**Date of next review: September 2024**