

Enabling all our children to make substantive progress including our children with special educational needs and disabilities.



At Wentworth Nursery School and Children's Centre we have a rigorous and effective process in enabling all children, including those with SEND to make substantive progress.

What the school does to move children on:

Gathering information prior to the child starting nursery

Home visits to gain information from parents/carers and where possible from the child.

Discussions with multi-disciplinary professionals where applicable prior to the child starting at nursery

Visits to child's prior setting where applicable.

Give the child a photo book of wentworth nursery, with pictures of the staff and environment in it where applicable

At nursery

Clear **settling in procedure** to ensure children are able to confidently separate from their main carer and therefore best placed to learn.

Keyworker system, to enable the child to form **secure** attachments with a particular adult.

Baseline of children's learning formulated through observations and interactions with the child in nursery.

Termly reviews of children's learning in partnership with parent and carers which incorporate where relevant 'support plans'.

Implementation of Communication passports: to support the voice of the child for children whom may have complex communication difficulties. The communication passports are review on a termly basis incorporating the support plans, as well as the child's strengths, areas for development and interests; which periodically illustrate the clear progress made by the child.

Differentiated curriculum including the use of appropriate communication systems including: *picture exchange system', Makaton, visual timetables and use of objects of reference.*

Provision of particular interventions to more effectively move children's learning on including:

- **Complex groups (twice a day)** to support the development of children's attention, expression and receptive understanding.
- **Attention groups (three times a day)** : to develop children's ability to be able to concentrate/attend for specific periods of time.
- **Language groups (twice a week)**: to develop children's ability to generalise language in the wider context of the nursery.
- **Weekly educational visits** to promote language and self esteem with SALT and LSC

Highly trained staff: the school has a qualified speech and language therapist working with the children on a weekly basis, as well as a designated learning support co-ordinator (LSC) who monitors the quality of provision in partnership with the SENCo (special educational needs co-ordinator). LSC is trained to the advanced stage in using Makaton and all support staff are trained at least to the beginner to intermediate stage.

Systematic observations of staff on a termly basis which has a clear system of addressing developmental points.

Observations and sharing board updated regularly by LSA team to share strategies, provide consistent routines, record achievements.

Weekly meetings with SALT and LSC to review learning within the above groups to move the learning on systematically.

Weekly meetings with the **Learning Support Assistants** to review individual children's priorities and progress.

Weekly sharing of key information regarding children's progress from educational visits with **parents**.

Weekly individual needs meetings: to discuss, identify actions and review so to ensure children are making progress within particular areas of learning.

LSC and SALT provide home visits and resources to support families at home with play, communication and eating and drinking where applicable.

Home/ school books where applicable to support communication between school and home.

End of Day evaluations: to review the learning, consider the evidence and then identify the next steps to move the learning on.

Transitions

Where appropriate sharing information with key professionals

Visits to primary school as well as class teacher and support staff visiting child at nursery.

Key documentation shared and provided with new setting.

Where appropriate additional visits to child's setting once child is in new school

Photos taken of the new school environment and staff and book made for the child by the LSC

Research and development

The school is involved in a joint research project with our SALT colleagues exploring the possible impact of multi-disciplinary working combined with the value of educational visits.

Accessibility plan

The school has highly training staff who are totally committed to the well-being and learning of all children. The school is accessible for children and families by wheel chair. There are ramps into and out of the school building. The school has highly trained staff who are totally committed to the well-being and learning of all children. There is an accessible toilet for adults and children within the school as well as two larger toilets for children within the base rooms of the nursery. The toilets would require hand rails and an assessment by an occupational therapist which will be undertaken within the next academic year 2016/17.

The school is aiming to further develop the outside area (subject to funding) and with that; there will be clear consideration to how children can more effectively access the play house and sand area. Once funds have been secured, the school will be liaising with the relevant professionals to ensure how the garden can be better placed to challenge and include all children irrespective of the special educational need or disability as much as possible.