



Nursery School

Young Street, Cambridge CB1 2LZ
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Nursery School Report

Supporting Children with Additional Needs

2016-2017

School Information Report 2016- 2017

We aim to provide children with Special Educational Needs (SEND) with a warm supportive environment, encouraging children to operate as independently as possible. We understand the importance of children learning alongside each other through a play based child centred curriculum.

We follow the Special Educational Needs Code of Practice (September 2014), ensuring that each child has the opportunity to reach their full potential in the 4 key areas highlighted in the report:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social development
- Sensory and Physical Development

Our work with you and your child

Brunswick Nursery School encourages and actively promotes partnerships with parents/carers, through the sharing of information and education plans as well as visits and informal conversations. We appreciate you are the expert on your child. You know what makes them happy or sad, what they like and dislike. You know how they react to certain things and situations and you will have ideas about the best way to help your child. You will have opportunities to share this information before your child starts nursery. This information is vital for a smooth transition and settling in period.

We are committed to the 'Team Around the Child' approach. Meetings will be held with parents on a regular basis, at least once every half-term to review the Educational Support package in place. There will also be opportunities to meet with specialist therapists working with your child.

We enjoy positive working relations with professionals from a wide range of agencies such as Speech Therapists, Occupational Therapists and Physiotherapists, Health Visitors, Early Year's Support and Educational Psychologists.

We work closely with Early Support and appreciate and actively encourage their continued involvement with children at Brunswick. We also signpost parents/carers towards support groups available locally, alongside organisations such as Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service. See contact details below.

pps@cambridgeshire.gov.uk.

Children at Brunswick are very young and are often unable to express views about their education. We aim to overcome this by making detailed observations and through this process we build up a clear picture of your child. We get a better understanding of likes and dislikes, of their strengths and areas of difficulty and of what works well followed by 'next steps'.

The Special Educational Needs Team

Our Special Educational Needs Co-ordinator (SENCO) is Vicky Bliss. She can be contacted by telephone on 01223 508790 or by email VBliss@brunswick.cambs.

We have a dedicated and experienced Special Educational Needs team. The staff at Brunswick Nursery have many years experience working with a range of Special Needs including Autism, Down's Syndrome, Hearing Impairment, Global Developmental Delay, Sensory Issues and Physical Disabilities.

Our Teaching Assistants have developed a range of successful strategies to support children with additional needs. This support may be on an individual or shared basis depending on the needs of the child.

We review training needs regularly and encourage all members of staff to share good practice and effective strategies on a daily basis.

Staff members have completed training on Autistic Spectrum Disorder and we continue to implement 'Intensive Interaction' and 'Identisplay' sessions as a direct result of the training. We find both strategies are a

great support for children with social and communication difficulties. All staff members use Makaton daily. This form of sign language is extremely helpful for children with communication difficulties. Vicky Bliss attended a training course focusing on strategies to support Speech and Language Development. Maria Bruce attended a full day's training based on Down's Syndrome. Louise Wilks is in the process of completing Level 6 British Sign Language. Liz Driver is attending a Level 1 British Sign Language course. Tracy Adams and Sarah Barton are accessing a course designed to support children with English as an Additional Language (EAL).

Support Strategies

We give all children the opportunity to engage in both child-initiated and adult-guided activities and we adapt these according to individual needs.

Visual Support

We use a range of visual timetables and choosing boards to reinforce understanding. We encourage all staff to use Makaton, particularly for reinforcing activities involving singing and nursery rhymes.

Small group activities

The nursery sessions run on a free flow basis. There are times when children need a quiet space to establish important social skills for example taking turns and sharing resources. Pre-planned sessions with appropriate resources can support this process.

Therapist Visits

We actively encourage visits from specialists and work closely to develop suitable packages of support. Suggestions and targets are set with input from parents and interpreted into everyday provision by Keyworkers and Teaching Assistants.

Identification and Assessment

Please tell us about any additional needs as early as possible so that we can plan appropriate support in advance. Any concerns raised by staff

are promptly shared with the SENCO and before any further action is taken parents are actively involved.

Appropriate support will be discussed and this can take 3 different forms.

1) Initial meeting to discuss any worries and short -term intervention strategies if appropriate. This is an opportunity to discuss strengths and areas of difficulty.

2) SEN Support Plan

Keyworkers and parents complete an Early Year's Professional Development Journal to ascertain and prioritise areas of difficulty. Targets and strategies will be established and reviewed every half-term. Parents/carers views are central to this process and you can be as involved as you wish. Sometimes advice from an outside agency is helpful, for example a Speech Therapist or Educational Psychologist. Involving other professionals will help us to support your child accessing advice and information as early as possible.

3) Education, Health and Care Plan

Sometimes it is agreed that a higher level of support will be needed once your child starts at Primary School. If this is the case a request for a Statutory Assessment can be made to the Local Authority for an Education, Health and Care Plan (EHCP). This can be requested either by parents/carers or by the SENCO. The whole process takes up to 20 weeks.

For more information on Cambridgeshire's overall provision for children with Special Educational Needs and Disabilities, please access the Local Offer which can be found on the following link:

www.cambridgeshire.gov.uk/SEND

Moving from Nursery to Primary School

This is a big step in your child's life. We aim to work closely with local schools to make sure the change is as smooth as possible. We arrange Transition Meetings, inviting all parties involved with a child's individual care. This gives the parents/carers time to talk informally in familiar surroundings.

Times will be arranged for the child to visit their new school with an adult from Brunswick.

Comments, Concerns and Complaints

At Brunswick we operate an open door policy. We encourage parents/carers to discuss concerns as they arise with the Key worker or SENCO. If we find the concern needs more time to be resolved an appointment can be made at the office.

We look forward to working with you and your child. If you have any questions about additional support for your child, please do not hesitate to call our SENCO, Mrs Bliss or the Head teacher Amanda Bannister on 01223 508790.

Vicky Bliss (SENCo)

Date: 10.10.16