



Muriel Green Nursery School and Day care



Nursery School Special Educational Needs Information Report 2018

Muriel Green Nursery School and Day Care
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We hope you find our offer helpful. We would welcome any comments about how useful you find it or any other information you would like to see included.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Muriel Green Nursery School welcomes all children and parents are encouraged to tell staff of any concerns they have regarding their child. You are welcome to visit the school to see the facilities and speak with the Headteacher/ Special Educational Needs Co-ordinator (SENCO) Gemma Williamson. On entry you are invited to share information with the Key Practitioner who will be working with your child. This may be done in the nursery or on a home visit. Once your child is in the setting their Key Practitioner would be able to discuss concerns with you or arrange for you to talk to the Head or SENCo.
- With your permission the nursery will liaise with other settings at points of transition or for shared care and education. With your permission we would also liaise with other professionals or agencies that are involved with your child.
- Practitioners make regular observations of children. These are kept in individual Learning Journals that are always available for you and your child to look at. Children enjoy reviewing their progress and achievements by looking at their journal with practitioners and peers.
- Staff make a baseline assessment on entry against which future progress can be measured against the Early Years Outcomes.
- Progress from baseline is reviewed each term for all children.
- Observation of children may indicate a need. Early identification and intervention to give additional support are key to successful outcomes.
- Children are identified if they are not showing the development and learning usually expected for their age.
- You will be offered regular opportunities to meet with your child's practitioner to discuss their progress, attainment and current interests.

2. How will school staff support my child?

- The setting has a high quality teaching environment both inside and outdoors which supports young children's development across all areas of learning. Adaptation of organisation and learning environments is made to meet individual needs. All staff have high expectations of all children including those with SEND.
- Staff observe your child and make assessments from which to plan for individual learning and development based on their needs and interests.
- The SENCO and Key Teachers and Practitioners will work in partnership with you to develop and review provision for your child through informal feedback as well as planned meetings.
- Teachers oversee all planning in the Nursery School and differentiate plans for children with SEND. Good quality teaching provided for all children is differentiated to



meet the needs of all individuals so that every child has the opportunity to participate and be challenged.

- Your child will be supported by their Key Practitioner together with the other room staff. Additional staff may be put in place where a particular need is identified.
- Your child's learning, progress and care will be regularly reviewed and adapted as necessary to ensure they achieve their best. Individual strategies will be put in place for those children requiring additional support. You will be invited to contribute your views to this process and encouraged to work in partnership with staff. Any advice from other professionals will be taken into account when planning targets and strategies for supporting your child.
- The SENCo will consult with you if the school is considering requesting the advice and support of other agencies e.g. speech and language therapists, occupational therapists, mental health services and autism advisory service.
- The Headteacher works with the SENCO to ensure every child's needs are met and reports regularly to Governors.

3. How will I know how my child is doing?

- Informally each day there is the opportunity for brief discussions with practitioners. Longer appointments may be made at any time.
- A Unique Child Summary is shared with parents each term that provides information about progress and how children learn. It also gives some targets to work on.
- Your child may have smaller targets that in dialogue with you are reviewed and adjusted more frequently.
- You may look at your child's Learning Journal at any time. It will have observations, photographs and examples of their mark making and creativity.
- In addition your child may have a home school book that enables information between home and school to be shared daily or weekly.
- Early Years Outcomes are highlighted regularly to give a clear picture of what your child can do confidently and the areas they are still to develop. These form part of their Learning Journal. Other assessments may be used with individual children but you would be consulted and informed about these.
- You would be invited into school more frequently to discuss your child's progress and review the support they have in school. Staff will explain to you the age related expectations and how your child is working towards these.

4. How will learning and development provision be matched to my child's needs?

- Key Practitioners will know your child well. They will adjust group activities, plan individual activities and support them during their child initiated learning in line with their agreed targets and identified needs and interests.
- Frequent reviews of progress and provision will ensure that it continues to be challenging and meet your child's individual needs.
- If the school feels that further advice and support is needed then in consultation with parents other agencies will become involved.
- Provision will be made on an individual basis e.g adult support, adaptations of environment , specific learning resources or equipment. Advice from other professionals involved with your child will be included in these adaptations. You will



be consulted about your child's needs at regular meetings to review progress and next steps.

5. What support will there be for my child's overall wellbeing?

- All staff quickly get to know all the children as individuals. Key Practitioners are responsible for ensuring that all staff working with your child understand their needs.
- The school is a nurturing and caring environment. All staff work to ensure the wellbeing of all children.
- Staff are always available at drop off for you to share any information about your child that day.
- Personal, social and emotional development is a fundamental part of our curriculum, daily routines and planned activities.
- Children are encouraged to be independent and talk about their interests, views and ideas.
- Other policies related to wellbeing are available on the school website.
- Children with individual medical needs will have their own health care plan.
- The school has procedures in place for the administration of prescribed medication.
- There are facilities for changing children with privacy.
- Attendance is supported by offering flexible provision of nursery school places.

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

- The school works closely with relevant children's services for advice and support e.g. specialist teachers, speech and language therapists, early years action group
- There is a link specialist speech and language therapist who regularly visits the setting, advising staff. She may observe or work with your child at this time too.
- The SENCo attends regular updates and networks regarding SEND in St Albans and Hertfordshire and the support that is available to settings and to parents.
- The school shares a building with healthcare professionals (e.g. speech therapists, physiotherapists, occupational therapists, community paediatricians) and has good links with the Alban Way Children's Centre.

7. What training have the staff, supporting children with SEND had or are having?

- All staff engage in continuous professional development.
- Recent training has included developing speaking skills, behaviour, autism and inclusion.
- Staff have experience working with children with a wide range of needs including: autism, ADHD and speech and language disorders, physical, sensory and medical disorders
- Additional staff training is attended as and when required to meet the needs of individual children.
- The SENCO attends network meetings and training for up to date information.

8. How will you help me to support my child's learning?



- Meetings to review your child's progress and plan next steps will include how to support learning and development at home. A home /school communication book may be used.
- Your child will also be supported by the offers made for all children including: taking a book home daily, home school activities and parent coffee mornings about areas of learning.
- Parents views on how the provision for SEN could be further developed are welcome. Please contact our SENCo.

9. How will I be involved in discussions about and planning for my child's education?

- All parents receive half termly unique summaries of their child's learning and development which show where the child is achieving related to age expectations.
- All parents are invited to a consultation half termly to discuss their child's progress and next steps with their teacher.
- If there is a concern over your child's learning or development then you will be offered more frequent and/or longer meetings with the Key Practitioner and/or the Special Needs Co-ordinator
- At these meetings discussions are held to decide on the priorities for the child and how these can best be met. Your views are vital to these discussions as you know your child best including their interests and what is important to your child and your family.

10. How will my child be included in activities outside the classroom including school trips?

- All children have access to all activities and provision is put in place individually for any adjustments in consultation with parents.
- Visits away from the school site e.g. to St Albans Abbey or local parks are always risk assessed and adjustments identified and planned for.

11. How accessible is the school environment?

- The setting is fully wheelchair accessible.
- There are full disabled bathroom facilities.
- The school makes all reasonable adjustments to environments to facilitate the needs of every child.

12. Who can I contact for further information?

- The SENCO: Gemma Williamson can be contacted through the school office.
- The Head Teacher and class teachers are also available for initial discussions.
- Our aim is to maintain an open dialogue with parents and resolve any queries as quickly as possible.

13. How will the school prepare and support my child to join the Nursery School and to transfer to a Reception class at a new school?

- Transition into the school is supported by a home visit, stay and play sessions, induction meetings for groups and a consultation after the first few weeks. A visit by a member of staff to a previous setting can be arranged. A longer transition time may



be more appropriate for your child. Please discuss this with their practitioner or the SENCo.

- If a child already has involvement from other professionals, then the SENCo and/or teacher will meet with them or contact them for advice as appropriate.
- We ask parents to share any recent reports from professionals so that staff are aware of any advice and/or targets.
- Transition to another setting / school; information will be shared with the receiving setting with parent permission. Settings usually visit children here prior to transfer. There are planned activities for children to develop understanding of going to school e.g role play and photographs. We celebrate the end of the year with a picnic.
- Where a child has SEND our SENCo will liaise closely with the next school and with your permission we will pass on relevant information especially concerning strategies we have found successful.

14. How are the school's resources allocated and matched to children's special educational needs?

- The school ensures that it uses its budget effectively to meet the needs of all children.
- Where a child has a special educational need, money may be allocated to staff training, adaptations to the environment, extra support or specialist resources or equipment. Decisions will be made to ensure the most effective use of the money available to meet the identified needs and targets of the child.

15. How is the decision made about how much support my child will receive?

- Once your child's needs have been identified, decisions can be made about how much support your child requires and how the money available can be used to provide this support. Your views will be considered when decisions are being made and the school will endeavour to take into account your wishes within the budget and staffing available.
- If your child's needs meet the criteria for Exceptional Needs Funding or Emerging Needs Funding then, with parents' permission, this will be applied for. If the application is successful then you would be involved in discussions about how this will be best used to support your child.
- Where applicable an application for an Education, Health and Care Plan assessment may be made in liaison with parents.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer