



Special Educational Needs at Bushy Leaze

Introduction

Bushy Leaze nursery school is an SEN Hub, which provides 30 specialist nursery placements for children with additional or special educational needs within a mainstream nursery. Children generally attend for five mornings or five afternoons in the year before they start school. Earlier placements are possible where places are available. We are a recognised centre of excellence and part of an integrated children and families centre which offers support to all families with children, from pregnancy to when they start school. An Early Support Keyworker Co-ordinator is based at the centre, who can make the job of liaising with professionals easier, when children have more complex needs. The Centre staff work closely with the East Hants Early Help Hub and the East Hants Portage team. The building is fully accessible and all groups and sessions are inclusive. The school is led by the Head teacher, Patti Snook. Our Special Educational Needs Co-ordinator is Wendy Taylor. We have a Governing Body which is responsible for policies and procedures. Bushy Leaze comes under the wider umbrella of Hampshire County Council.

We are passionate about inclusion for all children with special educational needs, which might include speech and language difficulties, social communication, Autism, medical conditions, physical and sensory difficulties or behavioural problems. Sometimes children come to us with a new or unfamiliar medical need. Some SEN children also speak English as an additional language. Whatever the need, all families are made to feel welcome and encouraged to work with the staff to support their child. There is also a support network of parents who meet as the 'Friends of Bushy Leaze'.

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

We place great importance on identifying special educational needs (SEN) early so that we can help children as quickly as possible. Children with additional needs are identified in the following ways:

- Before entry by being referred by Health professionals to the Special Educational Needs panel for East Hampshire.
- Through nursery or children's centre staff observing and assessing your child's learning and development.
- From your own concerns raised either during your child's home visit and completion of our 'All About Me' booklet, in regular meetings with your child's key person, or in discussion with the Nursery Teacher / Special Educational Needs Co-ordinator (SENCo).

If you have concerns that your child has special educational needs, you should speak to your health visitor, your child's key person, or the SENCo.

2. How will the staff at Bushy Leaze support my child?

The majority of Bushy Leaze nursery staff are experienced practitioners with relevant training in supporting children with additional needs. The SENCo oversees specific support for your child through liaison with you, your child's key person, and other professionals such as speech and language therapists, physiotherapists, occupational therapists or Specialist Teacher Advisors. The individual needs of children requiring additional support are recorded on Individual Education Plans (IEPs) which are kept in your child's learning journal. IEPs are shared with you and reviewed together at termly meetings. Your child's key person, in conjunction with the SENCo, will work regularly on IEP targets to ensure progress is being made. The nursery has in place an SEN policy which is adhered to by staff and reviewed by the school's Governing Body – Governors with SEN responsibility ensure the requirements of the SEN Code of Practice are met.

3. How will the curriculum be matched to my child's needs?

Our nursery provides an inclusive play based learning environment which supports your child's early education and care.

At Bushy Leaze we recognise that each child is unique. The statutory framework for the Early Years Foundation Stage is used as a guide for supporting each child's development.

Planning in the nursery takes into account individual learning styles and play interests. Differentiated activities are planned for across the nursery environment both indoors and outdoors. Children are supported to develop at their own pace either through individual work or through small group learning activities.

Individual learning plans support learning both in the nursery and in the home. Progress in learning is evidenced through the monitoring of your child's Individual Education Plan (IEP) by our SENCo or through recording of learning in your child's learning journal.

Learning at home is really important and we encourage you to support your child through the sharing of 'next steps' learning targets. We send home a nursery newsletter each half-term informing you of planned activities, core story books being used, and any special activities taking place. You are invited to attend 'songs & rhymes' sessions throughout the year. A song booklet, including key Makaton signs, is shared with you to enable you to support learning at home.

4. How will both Bushy Leaze and I know how my child is doing and how will you help me to support my child's learning?

Bushy Leaze has an open door policy. Your child's keyperson or the SENCo are available to discuss with you any concerns you may have about your child's progress.

Across each term your child's learning is recorded through observations, anecdotal notes, photographs, children's work and in individual learning journals. We encourage you to contribute to learning journals through our 'learning trees' where we ask you to celebrate with us any milestones your child may have achieved at home.

Nursery staff track and assess your child's progress using the Early Years Foundation Stage Curriculum 'development matters' as a guide.

Additionally, children with special needs have an Individual Education Plan (IEP) which focuses on specific areas of learning for each child according to their stage of development. If your child receives support from other professionals – speech therapist, physiotherapist, occupational therapist or visiting Specialist Teacher Advisors- their targets are discussed with you at parent meetings and included in your child's IEP. Your views are important in the review of children's progress at termly Individual Education Plan review meetings with the SENCo / keyperson. Throughout each term observations and assessments for each child are recorded in individual learning journals which will be shared with you throughout the year.

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

Bushy Leaze staff can administer medicines with your consent. For the administration of some medicines key nursery staff will receive appropriate training and an Individual Care Plan will be written in conjunction with you. The nursery has a medication policy and an epilepsy policy which can be viewed in Reception – just ask the Admin Team. The majority of nursery staff hold a Paediatric First Aid qualification.

'Medical Alert' sheets are prepared by the SENCo giving key information about your child's specific medical needs which are shared with all nursery staff in order for procedures to be followed and acted upon in a safe manner. A Personal Emergency Evacuation Plan (PEEP) will be produced with you if your child would have specific difficulties during an emergency situation.

Some children experience behavioural difficulties and will need to be supported by the SENCo and key person. An Individual Behaviour Plan can be written and shared with all staff to support individual children when necessary. We do all we can to understand children's needs and encourage and support them in their emotional understanding in social situations by having clear routines, by using visual prompts, and by modelling learning in social play with others.

Two practitioners are trained Emotional Literacy Support Assistants (ELSAs). If your child experiences particular difficulties, either at home or in the nursery, which impacts on their emotional wellbeing or that of others, a supportive individual approach will be given through one of the trained ELSAs after discussion with you.

Bushy Leaze nursery staff receive relevant regular mandatory safeguarding and health & safety training. The policies for safeguarding, behaviour and medicines can be viewed in Reception.

The Management Team and Governors will review procedures as the need arises to ensure the best management of any situation.

6. What expertise and Specialist services are available or can be accessed at Bushy Leaze?

Our nursery staff are qualified with a minimum of Level 3 National Vocational Qualification (NVQ) in early education and care. Staff in Senior roles have Foundation Degrees, full degrees, Early Years Professional Status (EYPS) or Qualified Teacher status. The nursery SENCo is a Qualified Teacher with additional training and experience in supporting children with SEND.

We are very proud of our multi-agency working and work closely with other professionals or specialists who may also be involved with your child. We currently work with Speech Therapists, Physiotherapists, Occupational Therapists, Specialist Teacher Advisors, Mobility Officers and Educational Psychologists, all of whom make visits to the nursery.

We are pleased to have a part-time Family Support Outreach Worker (FSOW) in the nursery who can support individual families who may be experiencing challenges with their child in the home. She may visit you at home to demonstrate and model learning targets from your child's IEP. We place great value on supporting the communication needs of all children. Additional support for developing children's communication skills is provided by staff using Makaton signing, symbols, the Picture Exchange Communication System (PECS), and/or an in-house language toolkit called 'WellComm.'

7. What training have the staff at Bushy Leaze had to support children with SEND?

Bushy Leaze employs a rolling programme of training for the staff in supporting children with SEND.

Full-time staff access the Hampshire Thomas training programme which is designed to support children on the autistic spectrum.

The majority of nursery staff are trained to use Makaton – a signing system which supports children with limited or no speech and the PECS system which is used to support individual children in communicating basic needs through exchanging pictures.

Recent training has included advice & guidance from a speech and language therapist on supporting children's language and communication skills & cued articulation, and from an occupational therapist on sensory integration needs. Staff receive specific training for individual children's medical needs, e.g. Epilepsy, or Anaphylaxis.

The SENCo keeps up to date with any changes in reform for supporting children with SEND by attending training courses or through SENCo support network meetings and shares this information with staff and parents.

8. How will my child be included in activities off site, including trips?

On admission to Bushy Leaze, we ask you to give consent for your child to participate in nursery outings. The nursery promotes inclusion for all children, and all children are entitled to attend our trips and outings. We keep you informed in regard to any planned outings with details about the trip, along with arrangements. Adequate staffing is arranged before any outing takes place to ensure appropriate ratios and safe routines. Where needed, specialist equipment will be used to ensure all children can take part. Children would normally be accompanied by their keyperson, sometimes we invite parents to accompany a trip. Before an outing takes place, a risk assessment is carried out to include health and safety aspects and staff to child ratios. We mainly organise trips to the local area around Bushy Leaze and visit places of interest that support our planning and learning themes.

9. How accessible is the school environment – both indoors and outdoors?

Bushy Leaze is located in a single story building which is wheelchair accessible. Within the nursery facilities there is an adjustable changing bed and a disabled toilet for children. The nursery has three inside learning spaces, all of which have access to the outdoor area. The whole environment is planned and organised to be as accessible as possible for all children. According to your child's needs, we may carry out an audit of our resources and environment or take advice from Specialist Teacher Advisors and from you. Every effort is made to make reasonable adjustments and changes to our environment where possible. Some specialist furniture and resources can be supplied for use in the nursery.

The nursery facilities include a sensory room and soft play room, which all children access either individually or in small groups.

Visual timelines are located in each teaching area showing children what happens during the nursery sessions.

Where SEN children have English as an Additional Language (EAL) you are asked to share with us key words that your child may be using at home, which can be spoken or written and displayed in the nursery. We also have access to dual language books and additional support for EAL children through the Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS).

10. How well will staff prepare my child to start at Bushy Leaze and to transfer to a new school?

Prospective parents and children attending Bushy Leaze through a SEND route are invited to visit the nursery. On allocation of a SEND place the following arrangements are made:-

- Visit by the SENCo to your child's present setting and/or a home visit.
- Liaison with other professionals who may already be involved with your child e.g. Portage.
- Sharing of Induction information and completion of 'All About Me' booklet during your child's home visit.
- Invitation for you and your child to join the holiday Stay and Play sessions by booking through the Children's Centre.
- Invitation to our SEND nursery induction sessions before your child starts. This is an opportunity for you and your child to meet the nursery staff and discuss settling in arrangements.

When it is time for children to go onto school, we put in place a transition package to support the move to Year R. The majority of children on a SEND placement go on to attend mainstream school. If your child has more complex needs, support for transition may be through an IPA (Inclusion Partnership Agreement). When a need is identified for a more specialist school provision, we support you through the process of statutory assessment for the EHC (Education, Health, Care) Plan.

Staff from Year R classes come to meet children at Bushy Leaze and the children have the opportunity to visit their new schools. Children leave Bushy Leaze with their 'Learning Journal' and an end of year transition report, ready for their next adventure in learning.

11. Where can I get further information about services for my child?

- Hampshire County Council - <http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>
- Bushy Leaze website – www.bushyleaze.co.uk
- Parent Voice - advice for parents and access to activities such as Challengers and Oaks play schemes - http://www.parentvoice.info/en/Home_Page
- Parent Partnership – for advocacy support - <http://www3.hants.gov.uk/childrens-services/specialneeds/parentpartnership.htm>
- National Autistic Society Parent Support Group - <http://www.autism.org.uk>
- Homestart – WeyWater - <http://www.homestart-weywater.org.uk>
- Early Support Keyworker Co-ordinator – c/o Bushy Leaze
- Hampshire's Local Offer – link available from September 2014
- Family Support Outreach Worker – c/o Bushy Leaze

Glossary

EAL	English as an Additional Language
EHC	Education, Health, Care
ELSA	Emotional Literacy Support Assistant
EMTAS	Ethnic Minority and Traveller Achievement Service
EYPS	Early Years Professional Status
FSOW	Family Support Outreach Worker
IEP	Individual Education Plan
IPA	Inclusion Partnership Agreement
NVQ	National Vocational Qualification
PECS	Picture Exchange Communication System
PEEP	Personal Emergency Evacuation Plan
SEN	Special Education Needs
SENCo	Special Education Needs Co-ordinator
SEND	Special Education Needs / Disability