



BROOK INFANT SCHOOL
AND NURSERY

Brook Nursery SEND Information Report *This should be read alongside our SEND Policy*

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

We are a Nursery meeting the needs of 2 – 4 year olds. We are attached to Brook Infant School. We are a governor run PFI (Privately Funded Independent) Nursery and are run by the governors of our attached school. Although we are run as a separate business we share the same ethos as the school we are attached to. A place in our Nursery does not automatically mean a place in this school. At Brook Nursery we learn with love and laughter. We create a sense of belonging within a fair and trusting community. We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement. We nurture life-long friendships and passion for learning. We respect each other's rights in order to develop responsible global citizens. We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

Pupil Voice

'I have the right to have a voice and be heard' – this is one of our 'Sparkly Rights' and we make every effort to ensure this happens. All children are encouraged to talk about their learning and share their feelings throughout the day.

Parent / carer participation

Parent / carer participation is a core part of the framework for children and young people with SEND. The questions that follow have been developed in co-production with parents from the pathfinder project in West Sussex.

Brook Infant Nursery responses to parent/carers questions as part of our Local Offer

1a) How does the Early Years Setting know if children need extra help?

- Home visits
- Outside professional reports
- Information communicated during transition
- Staff observations

1b) What should I do if I think my child may have Special Educational Needs or Disabilities?

- Speak to your child's key worker, they will advise you who to speak to next
- Contact Mrs Bonner - Nursery SENCO, Mrs Bagley - Nursery Manager or Mrs Sexton - Inclusion Manager (see contact information below)

2. How will Early Years Settings staff support my child?

- All children receive personalised 'next steps' once a term
- All Nursery staff will differentiate activities and experiences to meet individual needs
- Play Plans may be devised by key worker in consultation with parents and SENCO to support individual children
- Individual Learning Plans (ILPs) co-produced with parents for children with Education, Health, care Plans (EHCP)
- Using advice from Outside Agencies, Early Years Advisors, Portage and Speech and Language Therapy Team (SALT)

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

- Individualised plans for all children based on the EYFS curriculum
- Use of online Learning Journals to track progress
- Regular assessments

4a) How will both you and I know how my child is doing?

- Stay and Play
- Open door policy
- Ongoing observations evidenced in online Learning Journals which parents can access with a password.
- Parent consultations twice a year
- Yearly Reports

4b) How will you help me to support my child's learning?

- Sharing 'Next Steps'
- Parents consultations/parents invited for specific visits
- Informal conversations at the beginning and end of sessions
- Sending home a book weekly for you to share with your child
- Sending home a leaflet at the beginning of each half-term

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

- Circle Time and small group times during the sessions
- Nursery has a behaviour management policy and an Inclusion Policy that we adhere
- We teach children to respect other people's rights and value their own
- We have a named Designated Safeguarding Lead, Mrs Bagley in Nursery and liaise with School
- All staff are child protection trained
- Mrs Cox, Mr Spark and Mrs Sutton are responsible for onsite safety.
- Risk assessments completed for all trips and visits
- Personal care plans for issues such as toileting
- All staff have paediatric first aid training
- We have procedures in place to give prescribed medication

6. What specialist services and expertise are available at or accessed by The Early Years Setting?

- EYS Team facilitate access to other agencies where appropriate, this may include Speech and Language Therapists, Educational Psychologists, Sensory Support Team and Occupational or Physio Therapists
- Portage
- Children and Family Centres
- Additional support when needed from School's Inclusion Manager, Mrs Sexton

7. What training have the staff supporting children and young people with SEND had or are a having?

- West Sussex Early Childhood Training Schedule – courses are selected as appropriate and when needed
- All permanent staff are NVQ Level 3 trained

8. How will my child be included in activities outside the Early Years Setting including trips?

- We are inclusive and make reasonable adjustments to give everyone equal opportunity
- Personalised Risk Assessments
- Higher Staff Ratio when required
- Involvement of parent/carers at planning stage
- Use knowledge of individual children

9. How accessible is the Early Years setting environment indoors and outdoors?

- Setting is on one level inside and outside and is fully wheelchair accessible
- Disabled toilet accessible through the school
- Disabled parking bay in school carpark
- Accessibility plan in place
- Adjustments made when needed to suit individual needs
- We use gesture and sign and written communication to communicate with parents who speak EAL (English as an Additional Language)
- For children who need support with communication we use object references, pictorial representations, gesture and Makaton to support them.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

To early years setting -

- Home visits
- Previous early years setting visits
- Stay and Play sessions before starting
- parent information evening

To school -

- transition meetings
- transfer of learning journals
- visits from teachers and teaching assistants into the setting
- support in the making of transition books where required
- informal visits to attached schools to get used to school setting
- follow professional advice for transition and invite them to meetings as appropriate

11. How are the early years settings resources allocated and matched to children's Special Educational Needs?

- Finances managed by a qualified Business Manager
- Money put aside for resourcing as needed
- Applications made to Inclusion Support for additional finances when needs arise

12. How is the decision made about what type and how much support my child will receive?

- Use advice from Outside Professionals
- Discussions with parents/carers

13. How are parents involved in the early years setting? How can I be involved?

- Friends Association welcome all parents and carers to support with fund raising , children's and social events
- All decisions made regarding individual children are made in co-production with parents/carers
- We use parents information about their child's interests, including This Is Me books to plan our activities each day

14. Who can I contact for further information?

- If you have specific concerns or questions catch you child's Key Worker at the end of the day and make an appointment to meet with them.
- General enquiries can be made to brooknursery@brookinfant.school.
- The Head Teacher, Sarah Cox is on the gate most mornings to welcome the children. You can catch her there or make an appointment to see her through the school office.

- SEND Information, Advice and Support Service (SENDIAS) are available to give impartial help and advice at
 - **Website:** <https://westsussex.local-offer.org/services/7>
 - **Tel:** 03302 228 555
- You will find the wider West Sussex Local Offer and contact details of support services at <https://westsussex.local-offer.org/>.
- As a nursery, we take all parent concerns seriously. In the first instance, we hope they can usually be resolved by talking to the Nursery Manager. If the Nursery Manager cannot resolve the concern or a parent feels they cannot approach her, they can contact the Inclusion Manager or Headteacher as stated above. Concerns will be looked into thoroughly before a response is made. If a parent is not happy with the response from the Headteacher they can contact the nursery governors via the school office. Please see our complaints policy via our website.

Please see our School and Nursery SEND Policy for any further information.

Last reviewed: July 2020