

**Kingswood Nursery School**  
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**[www.kingswood.herts.sch.uk](http://www.kingswood.herts.sch.uk)**



**Kingswood Nursery School is committed to supporting each individual child and working in partnership with parents and carers to ensure that each child receives the care and provision they need. If special educational provision is made for a child with SEN then parents will be informed and involved in the graduated approach of four stages of action: assess, plan, do and review.**

**If you have any questions or concerns about your child, or do not find the information you are looking for, then please make an appointment to discuss these with the Headteacher, Mrs. Bernice Jackson.**

**[Kingswood's Special Educational Needs & Disabilities \(SEND\) Offer](#) (SEN Information Report)**

## **What is the Local Offer?**

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with special educational needs and disabilities.

### **1. How does Kingswood know if children need extra help?**

#### **All children:**

- are treated as individuals and assigned a Key Person to develop supportive relationships with parents and children
- are assessed regularly in all 7 areas of the early years curriculum. Pupil progress meetings carefully monitor their progress and are linked to the Development Matters ages and stages of development

#### **Some children:**

- are supported by the settings SENCO's (Special Educational Needs Co-ordinators)
- are included on 'Provision Maps' which specify support offered to 'all', 'some' and a 'few' children
- have additional partnerships with other professionals to identify and support individual needs, such as those from health care professionals, health visitors, speech and language therapists, occupational health therapists, paediatricians

#### **A few children:**

- ❖ will be referred to their local Children's Centre
- ❖ will be referred to Herts Integrated Services for Learning (ISL), which includes: Communication Disorders Team, Early Years SEND Team, Educational Psychologists, Sensory/ Physical Needs Team

## 2. How will Kingswood staff support my child?

### **All children:**

- start their learning journey with information provided by parents/carers. The 'Confidential Personal Record' and 'All about Me' documents help us to share information about your child's strengths and needs
- are supported in a carefully planned, inclusive environment with qualified, dedicated staff
- are regularly assessed and the curriculum is matched to their interests and abilities

### **Some children:**

- are assessed using the 'Individual Assessment of Early Learning and Development' (IAELD)
- have an 'Individual Education Plan' (IEP). We will work in partnership with you, reviewing the IEP targets, planning new ones together and giving you ideas to use at home to support your child

### **A few children:**

- ❖ will be referred to the Children's Centre
- ❖ will be referred to the ISL team to engage outside professionals
- ❖ will receive 'Exceptional Needs Funding' to support specific needs
- ❖ will receive 'Early Years Inclusion Funding' to support emerging needs

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

### **All children:**

- Have regular reports and parent/staff consultations, with ideas shared as to how to support your child at home
- have a Learning Journey which is regularly shared with you. These contain observations, targets and photographs of your child's progress and development
- are welcomed into the settings at drop off and collection times with their parents and carers when informal information can be shared
- invite their parents, carers and family members every half term to open sessions to see the curriculum in action

### **Some children:**

- have a 2 year old progress report
- have more regular review meetings to discuss the progress towards a child's IEP targets and how parents can support their child at home

### **A few children:**

- ❖ will have visits and additional reports from outside professionals who are working with your child

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

##### **All children:**

- work with well qualified and experienced staff who differentiate the curriculum to match the children's needs
- follow routines and take part in adult led activities
- follow a visual timetable, complete topic webs, work in a language enabling environment
- work in purposeful, organised environments that aid independence and problem solving
- have access to high quality, stimulating resources which are constantly refreshed
- make choices and engage in activities/experiences that are of interest to them
- have opportunities to celebrate their achievements and display their work
- are taught basic 'Makaton' signing

##### **Some children:**

- who have an IEP will have regular meetings with parents/carers to discuss progress made and to set new targets
- have individual visual timetables and 'now and next' boards
- take part in one to one or additional small group adult led sessions
- are included on provision maps which are updated termly
- have specific resources to match their individual needs e.g. personal visual timetables, now and next boards, toys that develop certain skills

##### **A few children:**

- ❖ will be working with outside professionals and having one to one support e.g. with speech therapists, physiotherapists
- ❖ have specific aids provided or recommended by outside professionals

In addition the Headteacher will seek additional training for staff, if appropriate, to meet specific needs

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

##### **All children:**

- work with practitioners who are welcoming and friendly, providing an inclusive, sensitive and positive atmosphere
- are valued for their strengths and their achievements are celebrated
- work with practitioners who provide good role models for positive behaviour and are consistent in the day-to-day care of all the children
- have safe and quiet areas to retreat, inside and outside, if they are tired or need some quiet time to themselves
- are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of wellbeing
- have their dietary needs catered for

**Some children:**

- have their well-being and involvement levels assessed using 'Ferre Laevers' scales. If concerns arise we liaise with parents to agree the next steps such as; advice from outside agencies, completing additional small group work, analyse areas/situations that may be causing difficulties
- some children have a nap in the afternoon, if they stay all day
- require personal care such as nappy changing

**A few children:**

- ❖ who have Exceptional Needs Funding will have regular one to one support
- ❖ have personal health care plans and staff will be trained in giving the appropriate medication for your child if required

## 6. What specialist services and expertise are available at or accessed by Kingswood?

**All children:**

- are taught by well qualified and experienced staff who are trained in Early Years and child development and have experience working with young children
- can access courses via their local Children Centre

**Some children:**

- have specialist services involved with them who are encouraged to visit Pre-School and Nursery to observe your child in our setting

**A few children:**

- ❖ have visits from the Herts ISL Team. The team will support practitioners in meeting children's individual needs by observing individual children in their setting, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training
- ❖ work with Family Support Workers from Children's Centres
- ❖ have 'Team Around the Family' (TAF) meetings which engage a number of professionals
- ❖ are 'Children Looked After' and have a social worker and an individual 'Personalised Education Plan' (PEP).
- ❖ are on the 'Child Protection Register' and have a social worker and team to support their needs

## 7. What training and/or experience do the staff, supporting children with special educational needs and disabilities, have?

**All children:**

- are taught by staff who hold Early Years qualifications which included SEN modules. In addition we have four qualified teachers
- all staff attend two staff meetings a week, 5 INSET sessions a year and attend external training

**Some children:**

- take part in additional adult led sessions led by practitioners following personalised programmes of learning e.g. 'Chatter Matters', 'Personal, Social, Emotional' groups
- benefit from SENCOs attending termly network meetings to keep up to date with the latest information and news

**A few children:**

- ❖ will be working with outside professionals who guide staff, regularly completing assessments and advising on 'what next'

In addition the Headteacher will seek additional training for staff, if appropriate, to meet specific needs.

## 8. How will Kingswood help me to support my child's learning and development?

**All parents/carers:**

- have regular access to their child's Learning Journey. This contains observations, targets and photographs of your child's progress and development
- are encouraged to contribute to each child's learning and development and we welcome 'Moments from Home' to let us know what you have been doing
- can inform staff about their child's interests so they can be followed up at school
- can access extensive information on our website about ways they can support at home - [www.kingswood.herts.sch.uk](http://www.kingswood.herts.sch.uk)
- receive regular newsletters and information about what has been happening in class
- receive regular ideas for 'learning at home'
- are invited to regular open sessions to work with their child and see the curriculum in action
- are invited to regular parent workshops
- receive regular reports which have targets to be worked on at home and at school
- receive termly information about their child's attendance when in nursery

**Some parents/carers:**

- have more regular meetings with staff e.g. if we were working on a behaviour management plan together or an attendance programme

**A few parents/carers:**

- ❖ will be involved in updating IEP targets
- ❖ will be involved in updating PEP targets
- ❖ will be involved in updating actions from TAF or Child Protection meetings
- ❖ will be involved in applications made for 'Education and Health Care Plans'

## 9. How will my child be included in activities outside the setting?

### **All children:**

- are welcome to attend visits outside the setting
- can bring their parents/carers on our visit

### **Some children:**

- would require additional planning to enable the visit to take place
- would require special aids and medicines to be administered whilst on the visit

### **A few children:**

- ❖ would require a risk assessment prior to the visit

## 10. How accessible is the building/environment?

### **All children:**

- are taught and cared for in a purpose-built Pre-School and Nursery specifically designed for younger children
- are taught and cared for in a building which is on one level and has no stairs
- have access to extensive grounds outside that has no steps
- are taught and cared for in an attractive and purposeful setting, without being over crowded

### **Some children:**

- may use either the two ambulant toilets or two disabled toilets with wheelchair access
- may need access to the nappy changing facilities

### **A few children:**

- ❖ may need adaptations to existing resources/environment to ensure they can access them

In addition: if you are a parent/carer who has English as an additional language we have members of staff who speak languages other than English, you can arrange to get another family member involved who may speak English, we can access 'INTRAN' who support with translations

## 11. How will Kingswood prepare and support my child with transitions between home, settings and school?

### **All children:**

- will have a Key Person assigned to them before they join
- will have been offered a home visit
- will have settling in sessions when their parents/carers can stay
- will have been given a photo booklet to have at home to become familiar with the setting
- will have been given a photograph sheet of the staff

**Some children:**

- will follow a flexible settling in period to meet their requirements
- will have additional transition visits to their next setting
- will have staff from receiving schools visit more than once
- will have visits from the SENCOs of previous and next settings

**A few children:**

- ❖ will have personalised settling and transition programmes which involve outside agencies
- ❖ will be accompanied to next settings with a practitioner from Kingswood

**In addition we:**

- ask parents of children in Pre-School to send in photos from home that can be made into family books
- have introductory parents meetings and provide a welcome pack
- visit previous settings and liaise with the staff
- invite all next settings to visit the children at Kingswood
- pass on assessments and records to next settings

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

**All children:**

- are observed and assessed regularly to ensure they are making good progress linked to the Early Years Foundation Stage ages and stages of development
- have differentiated adult led sessions and high-quality interactions with staff throughout child initiated learning
- regular staff meetings ensure all staff working with your child know your child's strengths and needs and how to support them

**Some children:**

- in discussion with you, the key person and SENCOs will identify what support is required
- have identified short or long term needs which require extra support to enable your child to become independent within the environment

**A few children:**

- ❖ have outside professionals involved who will advise on the need for Exceptional Needs Funding or an Education and Health Care Plan

## 13. Who can I contact for further information about the early years offer in Kingswood?

If you wish to discuss your child's needs prior to starting you should contact the Headteacher, Mrs. Bernice Jackson.

You are welcome to discuss concerns or progress with your child's Key Person or SENCO at any time.

**14. How can I find information about the local authority's local offer of services and provision for children with special educational needs and disability?**

For further information go to <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Impartial advice and information can be found through Herts 'Parent Partnership Service' at <https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendias.aspx>

They provide impartial and confidential information, advice and support to parents and carers of children with special educational needs and disabilities (SEND), and young people and children with SEND.

Parents of children with additional needs can join the 'The Hertfordshire Additional Needs Database' (H.A.N.D.). By joining you will receive a card which you can present at leisure venues where you may be offered concessions.

Please visit

<https://www.hertfordshire.gov.uk/microsites/local-offer/tell-us/hertfordshire-additional-needs-database.aspx> for more information.

An emagazine "HAND NEWS" is produced each term, which is full of information about benefits, support groups, leisure activities, courses, consultations, after school activities and local events.