

Baylis Court Nursery School
Special Educational Needs and Disabilities
Report to Governors for September 2019 - July 2020

Autistic Spectrum Disorder Resource Base

The resource base continues to be led by Tavinder Bhachu with Jodie Devonshire as Early Years Practitioner

Pre-pandemic the resource base was supported and visited by professionals from:

- The complex needs speech and language team;
- the educational psychologist.

The professional's working for these organisations have worked alongside the staff in the base to offer advice and support for the individual needs of each child.

Parents and carers of children in the resource base were offered places on the Early Bird Programme which is run by Slough services for autism and helps parents understand how they can best support their child. This programme is heavily subscribed and quite often parents are placed on a waiting list.

For parents who were unable to access the Early Birds course the complex needs SALT team offered the Let's Connect Programme which supports parents with advice on how to develop their child's communication skills.

The base remained open during the lockdown which began in March. Initially the parents of all the four children who attended the base elected to keep their children at home. The decision to keep their child at home was also made by the parents of a child in the mainstream nursery who had a diagnosis of Autistic Spectrum Disorder and by the parents of a child who was undergoing a diagnosis for Autistic Spectrum disorder and was attending the two year old provision. Both of these children had been attending the base for part of the nursery session for additional support. Risk assessments were also undertaken in consultation with the parents. These were agreed, confirmed and shared with Slough SEND Team.

Mrs Bhachu supported all the children and their parents at home with twice weekly phone calls and emails providing ideas for learning activities and links to appropriate websites. Resources were made for the children and posted or dropped off at their homes.

Zoom meetings were also used to demonstrate to the parents how resources should be used with their children.

When the nursery reopened in June to all the children, two of the children in the base returned while the other two were kept at home including the child in the two year old provision. The child in the mainstream with Autistic Spectrum Disorder returned and it was decided that to ensure that they remained in a safe bubble that they should attend the base and not the mainstream class until the end of the summer term. The child with a diagnosis of Autistic Spectrum Disorder in the two year old provision was kept at home.

The staff in the base continued to support the children who remained at home.

The outside professionals listed above were able to come into the base and adhered to the nursery's COVID-19 risk assessment.

All the children in the base for the year 2019 - 2020 made expected progress or above expected progress.

Education and Health Care Plan's (EHCP)

Two children came into the nursery with EHCP's under way. EHCP's were applied for by the nursery for the remaining two children in the base and for the one child with a diagnosis of ASD in the main nursery and for the one child with a diagnosis ASD in the two year old provision.

SEND Register

Census January 2020 = 17 children, total on roll 122 = SEND 13.9%

Communication and Interaction

Mainstream nursery: 8 children

Two year old provision: 2 children

Autism Spectrum Disorder

Resource base: 4 children

Mainstream nursery: 1 child

Two Year Old Provision 1 child

Sensory and/or Physical Needs

Main Nursery 1 child

SEND Learning Support

Due to financial difficulties the nursery is no longer able to employ a member of staff to work with SEND children in the main stream. This year Mrs Jabeen the lunch time controller worked with the teacher for the hearing impaired to help deliver the appropriate one to one support needed for the child with hearing impairment in the main nursery. She also undertook individual and small group work with children having initially worked with the SALT therapist in the autumn term 2019.

Transition

All staff involved with SEND children provided information to be shared in transition meetings. Mrs Bhachu liaised with staff from the children's new school to make sure that appropriate information was shared. As part of the transition children were able to make visits to their new settings during the summer term with appropriate covid safety measures implemented

Mrs Bhachu and Miss Devonshire established contact in the summer with the parents of the new children who started in the base in September 2020. They had telephone meetings with the parents to gather information and sent photos of the base. Due to the virus restrictions, the transition visits for parents and children were due in the autumn term 2020 were deferred from July until September 2020.

Miss O'Brien liaised with the SENDCo's from the children's new schools to transfer information for children in the main stream with speech and language difficulties and hearing impairment. All schools decided to defer transition visits until September.

Speech and Language Therapy.

Prior to lock down in March the nursery was using the services of Symbol Speech and Language Services. The children who were being supported by Symbol's speech and language therapist Julie Wagge continued to receive appropriate help at home from March to June. The SENDCo liaised with Julie to provide these children with appropriate learning activities and resources. This support was continued for all the children who were kept at home after the nursery reopened in June.

Celia Mizelli the Teacher for the Hearing Impaired from Berkshire Sensory Consortium Service continued to support the child with hearing impairment with weekly zoom lessons and appropriate resources. Progress reports were sent to the SENDCo. Celia also liaised with the child's new school to help with the transition process.

Sarah O'Brien

SENDCo

Baylis Court Nursery School

BAYLIS COUT NURSERY SCHOOL
Special Educational Needs and Disabilities Report to Governors February 2021

Local Offer

- Baylis Court Nursery School is an autism spectrum disorder resource base with a purpose built accommodation for 2 morning and 2 afternoon children. These children with a diagnosis of autism and/or complex learning needs also access the main nursery environment as part of our inclusive practice.
- Baylis Court Nursery School adheres to a key person approach. A key person is allocated to each child on entry with the aim of building close relationships with the child and his/her parents and carers.
- Staff visit every child in their home setting prior to entry to the school which supports relationship building and initial assessments.
- Most children enter the nursery in the autumn term and will spend three terms with us as they will leave for reception classes in the September of the school year in which they are five. Children who join the school in spring and summer terms receive five and four terms respectively. Children who enter through the two year old provision will attend for six or seven terms.

Special Educational Needs Policy

- Baylis Court Nursery School is committed to providing an appropriate and high quality education to all the children living in the local community. We believe that all children including those identified as having special education needs have common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We aim for all children to be fully included in all aspects of the Early Years Foundation Stage.
- All children are equally valued in our school. We strive to eliminate prejudice and discrimination and have developed an environment where all children can flourish and feel safe.
- Baylis Court Nursery School is committed to inclusion. Part of our nursery provision is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging and to offer new opportunities to children who may have experienced previous difficulties.
- We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children.
- We strive to meet the needs of children who experience barriers to their learning and these may relate to sensory or physical impairment, learning difficulties, or emotional or social development, or may relate to factors in the environment, including the environment they experience in the nursery.
- We recognise that very young children learn at different rates and that there are many factors affecting their progress, achievement, emotional state, age and stage of development.
- We aim to identify these needs as they arise and provide learning and teaching contexts which enable every child to achieve to his or her full potential.
- We see the inclusion of children identified as having special educational needs as an equal opportunities issue. We will also aim to model positively, including in our staffing policies, our relationships with parents / carers and with the community. In our practice, we look at what additional provision we need to make for specific children.

Teaching and Learning

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation all children need to make the most of their abilities as they grow up.
- At Baylis Court Nursery School we adhere to the requirements of the Early Years Foundation Stage (EYFS). This sets the standards that all early providers must meet to ensure that all children learn and develop well and are kept healthy and safe.

Four guiding principles of the EYFS shape our practice:

- **A Unique Child:** every child is unique, who is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive Relationships:** children learn to be strong and independent through positive relationships with parents/carers and adults in the nursery;
- **Enabling Environment:** children learn and develop well in an environment which is responsive to their individual needs. This includes the adults in the child's life as well as the physical built environment;
- **Difference Celebrated:** A recognition that all children learn and develop in different ways and at different rates. The EYFS applies to **all** children including those with special educational needs and disabilities.

The EYFS consists of seven areas of learning and development. There are **three prime areas** and **four specific areas**. All areas of learning and development are important and inter-connected.

The **three prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning:

- Communication and language;
- Physical development
- Personal, social and emotional development

The **four specific areas** are also provided for and through which the three prime areas are strengthened and applied:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

In planning and guiding children's activities we consider the different ways that children learn and aim to reflect this in our teaching and learning practice. Three characteristics of effective teaching and learning are:

- **Playing and exploring:-** children investigate and experience things and 'have a go';
- **Active learning:-** children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically:-** children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Baylis Court Nursery School we recognise that children develop at their own rates and in different ways. Through our key person system and acknowledgement that all children have differing needs and interests we can support children's learning through a balance of adult led/child led activities; individual and group activities; additional resources; one-to-one support and differentiation.

Ongoing observation is key to knowing each individual child and planning appropriate support for learning to enable them to reach their full potential. During the first few weeks children are helped to settle to the nursery environment and key persons build up a picture of children's stages of development relating to the EYFS. Appropriate activities for the children are planned for by class teams led by a nursery teacher. Further knowledge of how a child is settling is aided by consideration of his/her well being and involvement in the nursery environment.

In addition to baseline assessments undertaken in the first half term of a child's start to nursery, each child is formally assessed using an EYFS tracker tool each term. The data is scrutinised and children who are identified as not progressing as expected are discussed and intervention strategies introduced.

We hold termly meetings with parents/carers to discuss their child's progress staff will meet with parents as and when necessary to discuss next steps to support an individual child's learning and development.

We have a range of experienced staff that has a very good understanding of children's stages of development and learning in their role as key person and providing support for other children in the nursery.

Identifying and Assessing Special Educational Needs

- Chapter 5 of the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014) outlines our duties in relation to identifying and supporting all children with special educational needs. Communication with parents/carers is paramount to early action and our working together to address identified needs essential to helping the child.
- SEND provision at Baylis Court Nursery School is co-ordinated by a designated teacher known as a Special Educational Needs Co-ordinator (SENDCo).
- We follow a graduated approach to SEND with four stages of action: assess, plan, do and review.
- Children may arrive with their needs identified. A meeting with parents / carers will be sought before the child starts and, if other professionals have been involved with the child already, then liaison meetings will also be requested if appropriate with other professionals, e.g. health visitor, pre-school teacher, speech therapist. An individual education plan (IEP) will be put in place during the first half term if the child has previously had an IEP prior to entering nursery.
- A baseline assessment using an EYFS tracking tool and consideration of each child's well being and involvement will be completed for each child within the first half term. Where concerns are highlighted, further focussed observations will be carried out by staff and discussions will be held with parents/carers. A course of actions and intervention will be identified and agreed from the result of these activities.
- Children's special educational needs are generally thought of in the following four broad areas of need and support:
 - *Communication and interaction;
 - *Cognition and learning
 - *Social, emotional and mental health
 - *Sensory and/or physical needs.
- The SENDCo will co-ordinate consultations with parents/carers, key persons or other professionals who may consider that the child is not making sufficient progress. This will indicate the necessity to take additional or different action in order for the child to learn effectively. An IEP will be established. Monitoring will be carried out on a short termly basis and the SENDCo in discussion with staff and parents will make adjustments if appropriate. Generally IEP's will be reviewed termly, though time scales may be shorter relative to the child's needs. Parents and carers will be fully involved at all stages. Where appropriate the child will be involved in their own assessment directly, e.g. through talk, and/or indirectly, e.g. through observation and play.
- As part of the review process, the SENDCo and colleagues in consultation with the parents and carers may conclude that, despite receiving an individualised programme and/or support, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision for the child with additional specialist support.
- A variety of support can be offered by these services, such as advice to the school about targets and strategies, or specialist assessment of some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress and additional funding will be sought. A child needing this level of support will continue to have an IEP. Monitoring at this stage is on-going and reviews will be on a termly basis.
- However, if, once a strategy or programme has been implemented for a reasonable amount of time without success, or if the child has severe and complex needs, then the parents, school or other agencies will request an Education, Health and Care Plan (EHCP) needs assessment to be carried out by the local authority. In this case, there must be supporting documentation, e.g. IEP's and reports from involved agencies and professionals.
- A child may move directly to an EHCP needs assessment local authority is satisfied that the child's needs are significant and complex and cannot be met from within the nursery school budget and resources.
- A child who has an EHCP plan will continue to have arrangements for additional support that is provided using the funds made available through the plan. There will be an six month review chaired by the SENDCo to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made either to the plan or to the funding arrangement for the child.

Involving Parents and Children and Young People in Planning and Reviewing Progress

- We recognise that parents/carers play a fundamental role in their child's education and can share a great deal of information about their child. Parents and carers are involved from their first contact with the nursery be it through the baby/toddler and pre-nursery groups or home visits that are undertaken for each child.
- Parents and carers are welcomed into the nursery when they bring and collect their child on a daily basis. These are crucial times of the day when information about children can be shared. Sharing information of a more confidential nature can be arranged via the child's key person and catered for in a separate meeting room.
- Parents and carers are welcomed at an induction meeting led by the head teacher.
- Meetings with parents and carers are held termly to discuss their child's progress.
- We ensure that concerns and clarification about a child's progress are not constrained to a termly meeting by ensuring accessibility to staff on a daily basis.
- Photographic learning journeys are shared with parents/carers who are encouraged to make written contributions and share the learning with their child.
- For parents/carers who find it difficult to come to nursery regularly home-school diaries/books are available to pass information between school and home. This proves to be particularly successful for children who access the ASD resource base and travel by school transport from some distance away.
- Parents/carers are invited to attend whole school events. Information and discussion sessions are organised termly with a focus on different aspects of children's learning and development such as early writing/mark making and mathematical development.
- We place great emphasis on involving children in their child's education and well being. Where children have been identified with a special educational need the SENDCo ensures that meetings are held with parents/carers. If the decision is made to involve outside professional help the SENDCo seeks written agreement from the parents/carer before engaging the professional or service. Services we have engaged with include the educational psychologist service, speech and language therapist, social and emotional development outreach service, local authority service for autism, health visitor, children's social care. We also have links with our local children's centre services.
- Parents/carers play an active role in the review of IEP's and in the annual reviews for children with a statement of educational needs (known as an education, health and care plan).

Additional Support

Communication and Interaction

- Parents and carers are encouraged to take their child to speech and language drop-in sessions at nearby children centres. There are occasions when a special educational needs learning support assistant will accompany parents/carer to the initial off-site assessment. The member of staff will also accompany the child and his/her parent/carer to individual/group therapy sessions delivered by the speech and language therapy service.
- Speech and language therapists deliver individual on-site support to children in our autism resource base.
- Identifying and assessing SEND for young children whose first language is not English requires particular care. We have bilingual early years practitioners and support staff who look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.
- Staff are trained to use signing language such as Makaton which supports verbal communication and helps to reduce barriers to learning.
- We also use a picture exchange system (PECS) and 'first, then' folders to support children who have particular difficulties with social interaction.

Cognition and Learning

- The EYFS curriculum is differentiated to support children with moderate learning difficulties (MLD). They can be supported through 1-1 working and small group sessions.

- Depending on individual needs the nursery may employ an additional learning support assistant to work alongside an individual child in the short term. Such practice is reviewed alongside review of IEP's.
- Children with more complex/severe learning difficulties access the autism resource base. Provision for this is overseen by the SENDCo. Delivery of the provision is led by a teacher in charge and supported by an early year's practitioner. These staff have specific autism training to enable them to support the children. Criteria for admission to the resource base are available from the nursery and are outlined at the end of this section.

Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Staff will address any concerns which have been observed through communication with the child's parent/carer. A decision to involve outside professional help such as the social emotional behaviour development outreach service (SEBDOS) will be made in agreement with the parent/carer.

Sensory and/or Physical Needs

- Staff have been trained in the maintenance and use of hearing aids for children who need them. We also receive support from specialist teachers for children who have a hearing impairment.
- We make referrals to and engage with specialist advice from the paediatric occupational therapist service. Staff also receive training from this service as the need arises for children in our setting.

Resource Base for Children with Complex Needs/Autism – Admission Criteria

- *All children will have a final or proposed statement of special educational needs indicating significant learning needs with autism and meeting the descriptor within Band 3 of the Funding Model. This means the children will have complex learning difficulties which could include communication, physical, sensory difficulties and associated behavioural, emotional and social difficulties, impacting on their ability to access the curriculum, requiring a significant level of additional provision to access the curriculum and make progress such as:*
 - o *implementation of individual programmes*
 - o *availability of small teaching groups*
 - o *access to therapy inputs and staff to deliver programmes*
 - o *some individual support to meet specific needs and support inclusion*
 - o *curriculum broken down into small steps*
 - o *support for personal care if necessary*
- *Some children may access an assessment place at the Resource base at the discretion of the Service for Children with Learning Difficulties & Disabilities (LDD) and head teacher whilst undergoing a statutory assessment of their needs. Such placements will be made in accordance with the guidance contained in the SEN Code of Practice.*
- *The parent/carer expresses a preference for a placement within a Resource base attached to a mainstream school, which is agreed by the LDD Advisory Panel or it is the most appropriate placement for the child.*
- *Suitability of the placement will be considered each year at the Annual Review of the Statement of SEN or at an interim review if necessary.*

Referral Process

- *All applications/referrals will be through the LDD Advisory Panel.*
- *Priority will be given to children living in the Slough Borough Council area. Requests from outside the Borough will be considered by the LDD Advisory Panel and head teacher according to suitability and available places.*

- *The school admissions panel meeting will take place during the autumn term each year and at other times as necessary.*
- *Staff from the Resource base will visit every child before placement commences.*
- *The Service for Children with LDD will propose admissions to the Resource base but the final decision as to whether or not to admit will rest with the head teacher.*

Inclusion into Mainstream

The aim of the Resource will be to facilitate inclusion into mainstream lessons, events and activities wherever possible.

Children within the Resource will therefore be expected to:

- *access the majority of lessons within the mainstream with additional support;*
- *have individualised timetables with 1:1 or small group withdrawal sessions to be held within the Resource as appropriate and on a needs led basis.*

Meeting the Social and Emotional Needs of Children and Young People with SEND

- At Baylis Court Nursery School all staff help settle and support children to the nursery environment. We undertake this in partnership with parents/carers and view the first few days and weeks as an extremely important which provides a secure the foundation for their time in nursery.
- We undertake baseline assessments of each child's personal, social and emotional development as outlined in the EYFS curriculum within two weeks. Assessments are recorded on the EYFS tracker. Data is analysed and appropriate next step actions to support social and emotional development are established.
- We also undertake a specific assessment of children's well being and involvement. This enables staff to make adjustments to provision and consider interactions to support the settling in process. These assessments also enable staff to consider if further support is necessary for the individual child.
- We deliver a 'Play and Learning to Socialise' programme to all children in small groups which encourages them to consider their actions and playing and supporting each other in the nursery. Skills learnt are applicable to the child's life outside nursery and information on the programme is sent home weekly to parents/carers as children engage with the activities.
- In consultation with parents/carers we access the social emotional behaviour development outreach service (SEBDOS). Specialist staff work alongside nursery staff to support children. The service also provides a 'Holding Hands' project where a support teacher will work alongside the child and parent/carer in the family home.
- We have behaviour and anti-bullying policies in place which are reviewed as part of our safeguarding children procedures.
- All staff are trained in Team-Teach. This approach enables staff to appreciate the influence they can have on the feeling, thinking and behaviour of the children in the setting. Staff adapt their practice accordingly.
- Positive handling plans are put in place for children who may need some degree of restrictive physical intervention due to their needs. Parents/carers are consulted and informed about these plans. A restrictive physical intervention policy is in place and is reviewed annually.

Keeping Up to Date with Knowledge and Skills

- Many of our staff at Baylis Court Nursery School are trained to work in specialist areas of special educational needs. Staff are supported in updating their skills and knowledge and participate in whole school and individual training depending upon their role. All staff participate in performance management which is undertaken and maintained throughout the school year.
- Relevant staff are trained to support medical needs. Training is provided by specialist support services as necessary e.g. diabetic nurse for children with diabetes. Medical care plans are established and communicated with the parents/carers.
- Staff are trained in the Team Teach approach to positive handling. Training is updated every three years.
- Training is also tailored to meet the different needs of the children as they enter the nursery.

- We have good relationships with speech and language therapy service and autism support who provide additional strategies for staff.

Transitions

- We focus on transitions into and out of the nursery. Children who access the complex needs/autistic spectrum disorder resource base do so via separate admissions criteria as in section 5 above. Early years services have been engaged with these children prior to their start in nursery. We have transition meetings with relevant professionals, parents/carers and children before they start. Staff from the resource base also visit the family at home. In addition the children will have visits to the setting in the term before they are admitted.
- For all children we organise a home visit in order to get to know the child and the family in a familiar setting for them. Information is exchanged and any initial concerns that the parent/carer may have are addressed.
- Staff from the feeder schools are invited to attend the end of year reviews.
- Staff will also visit the child in the nursery in the summer term and talk to the SENDCo, class teacher and child's key person.
- For children with more complex needs we arrange with the feeder school for the child to spend several short sessions in their new setting. This can involve staff from the nursery accompanying the child in their new school and working in partnership with parents/carers on the transition visits.
- All relevant information and data is passed on to the feeder school.

Helpful Contacts

- Philip Gregory - Head Teacher
Telephone: 01753 51917; email: post@baylis-nursery.slough.sch.uk
- Sarah O'Brien – nursery teacher and SENDCo
Telephone: 01753 521917; email: post@baylis-nursery.slough.sch.uk
- Lynne Tindall – Link SEND Governor
Telephone 01753 521917; email: post@baylis-nursery.slough.sch.uk
- Slough Family Information Service
Telephone 01753 476589; email: FIS@slough.gov.uk
- Slough Children's Centres
Telephone 01753 476566
- National Autistic Society
Telephone 0808 8004104 email: nas@nas.org.uk