

Special Educational Needs & Disability Information Report

September 2024

Introduction

Welcome to Lanterns Nursery School. This Information Report contains details of how we provide for children with Special Educational Needs and Disabilities (SEND) within the nursery school.

Lanterns Nursery School

The nursery provides an inclusive school environment. Currently there are 3 classes within the nursery: one offering a total of 40 places per session for 3 and 4 year olds, one offering 16 places per session for 2 year olds (this class may grow as the year progresses or we may open another class dependent on numbers of children) and a class offering 6/8 places per session for children with social communication difficulties/ autism. 36 places at Lanterns are SEND hub places for referred children with special educational needs and disabilities (SEND). SEND hub places are offered to children with a wide range of needs including physical difficulties, autism, speech and language difficulties, social, emotional and behavioural difficulties and developmental delay.

Community places are available to children, who live in the Winchester area, from their term second birthday. SEND hub places are offered to children with SEND, from 2 years 9 months, according to availability. Places for SEND hub children are for 15 hours a week. We work closely with parents to ensure that attendance patterns support individual children's needs and development and where possible support parents with their requirements and specific circumstances.

Referral for SEND hub provision is through the West Hants Pre-school Advisory Group (WHPAG). Referrals are made by professionals working with the family such as Health Visitors, Paediatricians, Speech and Language Therapists, Physiotherapists, etc. The panel assesses the level of need, availability of places and whether Lanterns is the closest SEND hub to the child's home address. The panel usually meets once per term. Referral forms are available from Lanterns Nursery School or the SEN Department, Children's' Service (01329 316165).

Within the Nursery School, support for children with SEND is coordinated by the SENCO. We have support from Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Teacher Advisors, Educational Psychology, and Consultant Paediatricians.

Bumblebees (provision for 2 year olds)

The Nursery School has provision for children between two and three years old. We accommodate both parent funded places and places for children whose families are eligible for two year old funding. Places are limited so speak to a member of our reception team for more details.

Lanterns Nursery School SEN information

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?

Children who have been referred to the Nursery School for SEND hub provision have already been identified as having special educational needs. Staff will meet with you to find out as much as they can about your child's particular strengths, needs, likes and dislikes, ways of communicating so that everyone can plan for your child's transition into nursery school. We work closely with you and the therapy services (Speech and Language, Physiotherapy and Occupational Therapy) to make sure that appropriate support is available.

For all children, we are keen to work with you to support early learning and development. Our usual practice is that all children have a home visit before they start to make sure we share as much information as possible. If you are concerned about your child's development at any time, please talk to your child's key person, the senior early year's practitioner in your child's class, SENDCo or Headteacher. We need to know of any concerns so that we can support you and your child as soon as possible.

As children settle into the nursery staff make observations and assessments following our school curriculum aims as set out in 'The curriculum at Lanterns Nursery school'. Observation and assessment is ongoing in order to inform a developmentally appropriate curriculum for every child. A review of your child's progress is carried out every term. If staff feel your child might need some extra help they will discuss this with you and together you can plan any actions that would be useful.

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

All children with SEND will have an initial review meeting during their first term at Lanterns. Parents will be invited in to discuss with key staff how they feel their child has settled into nursery, their strengths/likes and areas where the child may need more support. At this meeting parents are given an opportunity to talk about their main priorities for their child's learning and development.

At the initial review, the team will have prepared an Individual Education Plan (IEP) for the child's learning and development. This is done with the child's parents and the professionals involved. The team usually identifies three targets and the activities that will help the child to meet these targets. The targets are reviewed and discussed on a termly basis and parents

can access the targets in the child's online learning journal. The class team will liaise with the child's therapists to make sure that any advice is included in the child's IEP.

Children who attend the nursery on SEND hub places have six monthly review meetings involving parents and key professionals where progress is discussed and targets set.

All children at Lanterns have an online learning journal. This will inform you of the learning and experiences that your child has been involved in. Your child's key person will also record 'wow moments' to celebrate significant milestones, achievements and steps in learning as well as reviewing and setting next steps on a termly basis. This will be monitored and overseen by the SENDCo and Assistant SENDCo. Parents are asked to contribute to these journals by adding their own 'wow moments' and recording significant achievements and experiences.

We encourage parents to come into school to work alongside the practitioners and professionals supporting their child. We also use Tapestry where we can to model examples of strategies.

How will the staff support my child?

Every child that attends Lanterns has a key person. They will meet with parents prior to the child starting nursery to find out about that child. They will support the child during the transition from home to school by being available to that child during their settling in period and beyond. The relationship between the child and the key person is key to support all their areas of learning. Each child's learning is overseen by the Senior Early Years Practitioners based within each class.

The key person will ensure that children work on the specific targets set in their IEPs on a regular basis throughout the week. This may be done in a variety of ways: through accessing specific play activities in the nursery, daily interactions with skilful practitioners, through attending a particular group or through individual or small group work. Our Assistant SENDCo will also carry out targeted work with certain children, in conjunction with the therapists.

Some children may need a high level of adult support during their session due to their needs being more complex, usually these are children who are unable to access the curriculum independently. The key person remains responsible for coordinating their key child's provision but other members of the class team will also support the child.

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

At Lanterns we use our school curriculum aims as set out in 'The curriculum at Lanterns nursery school' to plan and assess children's learning. We believe that children learn most effectively through play based activities, which allow children to develop their interests and recognises that children's learning styles and pace of learning are individual.

We will plan an indoor and outdoor learning environment accessible to every child which is responsive to the diversity of individual developmental starting points presented by the children and resourced to cover all areas of Lanterns curriculum. Our observations of the children's learning inform both our continuous provision and enhanced (adult-led) provision.

Adult led, direct teaching activities take place each day differentiated in response to our observations of need across the class. Staff are skilled at adapting activities to match the developmental needs of the children.

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

Staff regularly review children's progress and frequently identify that some children need a little extra help or encouragement in different areas at some time in their development. This is normal good practice in the Early Years Foundation Stage. If either parents or nursery practitioners feel that a child needs a higher level of additional support, we will talk with parents about what your child needs and what we can offer within the nursery. Decisions about additional support are made with input from parents, the key person, senior practitioners and our SENDCo or Assistant SENDCo.

We have a range of activities that can greatly benefit a child's early development:

- An approach that recognises and uses children's strengths to develop their skills
- A high staff-child ratio and key person system
- Makaton signing environment to support early communication skills
- Use of visual support cues such as objects, photographs and symbols to support expressive language and comprehension
- Language groups to develop attention, understanding and expressive language
- Individual planning which identifies specific targets and activities according to the child's needs
- Differentiated story groups- stories matched to children's level of attention and language development
- A class for children with autism and social communication difficulties with a higher adult: child ratio, highly structured session using specialist approaches, low distraction environment
- Sensory Room with a range of light equipment
- Soft Play Room with ball pool and space for safe climbing and gross motor play
- Structured physical play activities to support children with physiotherapy and occupational therapy programmes



For some children we may consider making referrals to get advice from other agencies working with us such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, Consultant Paediatrician or Educational Psychologist. We will always ask your permission to make referrals or involve external agencies.

What activities are available for children with special educational needs and disabilities in addition to those available in accordance with the curriculum?

- Early Morning Club, Lunch Club and Home from Home are available to all children according to availability of places. Parents can request a place using a form available from Reception. Spaces are limited and children are prioritised according to their pattern of attendance at nursery. Children with SEND are supported by a familiar member of staff from their class team where needed.
- There are a limited number of places for children with SEND to take their entitlement to an additional 15 hours of childcare (30 hours). Please discuss this with the Headteacher and/or SENDCo when you visit the nursery.
- In order for us to support you, we endeavour to run a programme of activities. These are open to everyone. If you need to chat to someone about specific support you may need, to enable you to join in, please talk to the member of staff running the activity before the event so that they can help.

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

The Nursery School takes children on local walks and visits within our community (e.g. to the pet shop, local parks, train station or wooded areas etc). Permission is discussed with the parents when a child starts nursery. Trips out of school are risk assessed and well supervised.

We recognise that for some children it can be distressing to have a change in routine and environment. In this case, the decision to take part in a trip will be discussed with the parents. We will always consider the best interests of the child. Appropriate supervision and support will be made available where needed. Medical protocols are put in place to cover outings for children with specific medical conditions.

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

We are an inclusive setting and all staff believe that having a high self-esteem is crucial to a child's wellbeing.

All children have a key person - that adult will build a trusting, respectful relationship with the child and their family, enabling us to promote and support social and emotional development.

At Lanterns, we follow the PATHS (Promoting Alternative Thinking Strategies) programme, working on developing children's recognition and expression of emotions and feelings. We send a leaflet home during the autumn term to explain what we do and we are able to give additional information to parents who ask.

We recognise that young children are still learning to manage their feelings and behaviour. Some children may experience challenges around the behaviours they use at home or school. Parents and staff will talk about behaviour that is causing concern and jointly plan how to support the child. This may include a Behaviour Support Plan which will set out specific strategies for everyone to follow.

Some children who attend Lanterns may have long-term medical needs. We plan carefully for the administration of medicine in school and will take advice from medical professionals and carry out training where necessary to manage specific medical needs. These children will have an Individual Health Care Plan.

At Lanterns Nursery School we promote independence and support children with their self-help skills. We have designated changing areas where we can change children who are still in nappies and support parents with toilet training when appropriate for your child. We will also liaise with health professionals for additional advice and support.

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

We have access to a wide range of specialist services and expertise. We work closely with agencies and there is good communication between services.

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Consultant Paediatrician
- Educational Psychology Service
- The Portage Service
- Specialist Teacher Advisory Service
- Home Start
- Health Visitors

Other services available for children with SEND and their families outside of the Nursery School provision.

Thomas Outreach Programme (TOP): Thomas Outreach Programme provides support for children with social communication difficulties / autism, initially at home and local pre-school, and then onto local mainstream school. Referral forms are available from the Inclusion Manager.

Early Bird Course: This is a course for parents who have children under five with autism. The course aims to run at least once a year. You can request more information from the SENDCo, Assistant SENDCo or TOP worker.

SOS (Share Our Strategies) Support group: A monthly parent support group for families with young children with social communication difficulties. The programme of topics are relevant to parents in the group. Unfortunately we are not able to offer facilities for children at this support group.

The Portage Rainbow Group: This is a group that is run by the Portage service. It is a weekly support group for parents with children with additional needs and is offered to families on the Portage waiting list. The group is run weekly in term time. You can request more information from **Laura Murtha** on **07873703137**.

What training have the staff supporting SEND had or what training are they having?

The Nursery School and Extended Services has a firm commitment to training and supporting staff in their work with children with SEND.

We have a core of very experienced staff who have a range of training and skills in working with children with SEND. We have access to in house training provided by our own staff and therapy colleagues. This provides a framework for the induction and training for new staff and the ongoing Continuing Professional Development (CPD) for all staff.

The school also plans for five days of professional development per year. This training reflects the current needs identified in the School Development Plan. At least one day is used for training in an area of SEND.

Lanterns Nursery School staff access a variety of external training courses to ensure that our approaches and strategies are current. We consistently monitor and evaluate our practice to ensure that staff are skilled, knowledgeable and that children are supported to develop in the best way for them as an individual.

Staff Qualifications:

The Nursery School staffing includes 2 qualified teachers and a range of qualified Senior and Early Years Practitioners. The majority of staff are trained to L3 and some hold Level 4, 5, 6 qualifications. The majority of staff all have additional training and experience of working with children with SEND in an inclusive setting. There is an expectation that all new staff will engage in training to develop their knowledge and skill in the area of SEND.

We are supported by colleagues from the Health Service who have relevant qualifications and experience in paediatrics (Speech and Language Therapy, Occupational Therapy, Physiotherapy).

How accessible is the school both indoors and outdoors?

Lanterns Nursery School and Extended Services was purpose built in 2005. The building is accessible by wheelchair users. Some doors are secure for safety and safeguarding issues but there are clear procedures to support visitors who are wheelchair users where needed.

The inside and outside areas have been designed with a wide range of disabled children in mind.

The children's toilet facilities are designed for a range of needs (including an adjustable changing table and washing facilities)

There is an adult accessible toilet

There are dedicated disabled parking bays

Specialist equipment such as chairs, standing frames, walkers are accessed via the therapy services in liaison with parents and nursery staff

The Governing Body monitors Disability, Equality and Diversity to ensure that any accessibility issues that arise are addressed.

How are parents involved in the school? How can I get involved?

Our practice is to arrange a home visit to meet you and your child prior to starting nursery. During the visit we will gather information about your child's likes/dislikes, abilities, strengths and areas for development and support. It is also an opportunity for you to share any worries/concerns you may have regarding your child's transition. You will also get sent a parent pack that contains general information about Lanterns, admission and consent forms which we will ask you to complete.

Before your child starts nursery you will be offered some settling in sessions. You will meet the senior early year's practitioner and key person, and your child will have a chance to become familiar with the nursery environment.

There is lots of information on our website about our curriculum, useful information and everything you need to know about starting nursery.

All children have a key person who is available to parents on a day to day basis to share their child's on-going experiences at school and at home and to discuss any concerns about their progress and wellbeing.

You and your family are welcome to attend nursery sessions, meetings and events related to your child's education. We can also provide information on social or group activities on offer at Lanterns and in the local community.

'Friends of Lanterns' is a group who raise funds for the Nursery School and Extended Services. All parents are very welcome to get involved and help in any way they can.

Who can I contact for further information?

All staff are very happy to talk to you about how we can all best support your child and family. You may want to start by talking to someone you see regularly such as your child's key person or the group leader in an activity. If they are not able to answer your questions they will try to find someone who can!

If you would like to discuss the needs of your child, or any aspect of the Nursery School or Extended Services, you can talk to:

Lynsay Falkingham: Head Teacher (01962 860393)

Helen Woodhall: SENDCo (01962 860393)

The Governing Body for the School are actively involved in the provision for children and families. They ensure the school is promoting and maintaining a high quality of teaching and learning for all children. They also monitor the school's approach to Disability, Equality and Diversity to ensure that we respond to the needs of children and families. There is a Governor responsible for SEND who has a role in ensuring that the school meets the needs of children with SEND.

Briony Alder: Chair of Governors (contact via the Nursery School 01962 860393)

Chloe East : Governor responsible for SEND (contact via the Nursery School 01962 860393)

There is a clear process for complaints which can be found on our website or by asking at reception.

There is a commitment to quality early years education for all children, including those with SEND. There is also a commitment to working in partnership with a range of agencies and organisations that provide services to children and families. A number of services are based at Lanterns and there is active support from the Governors for the work that they do for our families.

Lanterns Nursery School is a Hampshire County Council maintained Nursery School.

Hampshire County Council's Local Offer is available on the County website (www.hantsweb.gov.uk)

How will the school prepare and support my child to join the school or transfer to a new setting?

When you have been offered an SEND hub place the SENDCo and key person will usually arrange a home visit prior to starting nursery. It is an opportunity for us to get to know your child and for you to share ideas about how best to support them. We can be flexible about how your child starts their sessions. Some children cope well with starting five sessions straight away, others need a slower approach so we tailor it to suit individual needs. We find it works best when the child goes at their own pace and feels happy and secure in the new surroundings. The relationship with key staff is very important and vital to a good start.

We are committed to making sure that when your child leaves us they have as smooth a transition to school as possible. For all children with SEND, we talk to you about what their needs are likely to be when they reach school age. We are happy to discuss what to look for when applying for a school place.

We work closely with the Educational Psychology Service and the Special Educational Needs Officer for the area in planning for the needs of children starting school at a termly SEN Liaison meeting.

During the summer term we will arrange a meeting with you, nursery staff, the receiving school and any professionals needed (e.g. Speech and Language Therapist) to share progress, strategies and the support needed to help the transition to school. This may be in the form of a Transition Partnership Agreement (TPA) with the school which forms a basis for their work with your child.

For some children with complex needs, transition to school may involve requesting support through an Education, Health and Care Assessment and Plan. This may be because they will require a very high level of support within mainstream school or because there is agreement that specialist provision may be appropriate.

Where possible, primary school staff visit children at Lanterns during the summer term. This means that children can get to know their teachers and the teachers can see what they can do at nursery. We aim to share as much practical information as possible so that the children can continue to be supported by successful strategies in their new school.

Helen Woodhall SENDCo, September 2024