

Lanterns Nursery School Inclusive Practice Leaflet

Lanterns Nursery School is a purpose built school which opened in 2005. A specialist nursery and the nursery class from a Winchester primary school combined to form the new school.

The Staff and Governors of Lanterns Nursery School and Extended Services are committed to providing a welcoming, supportive and inclusive environment for children who have special educational needs and/or disabilities and their families.

We support children with special educational needs in accordance with the Special Educational Needs and Disability Code of Practice 2015 and have due regard for the Equality Act 2010.



Partnership with parents is central to our work at Lanterns; we believe that the child's parent/carer is their key educator. To promote the wellbeing and development of children we work alongside parents, supporting them in their role.

How do staff know if children need extra help with learning and development?

We believe that it is important that children who are experiencing barriers to learning and participation or who need extra support with their learning have their needs identified quickly and receive appropriate support.

Staff working with children in the Nursery school observe all of the children and assess where they are in their learning and development.

If staff feel that a child might need some extra help they will discuss this with parents/carers and together plan any actions that would support the child to overcome barriers and make progress.



Our approach to planning for children who need extra support

All children who come to Lanterns with identified special educational needs have an initial review meeting towards the end of their first term. The meeting is held with parents, class staff, the SENDCo or Assistant SENDCo and all professionals involved with the child.

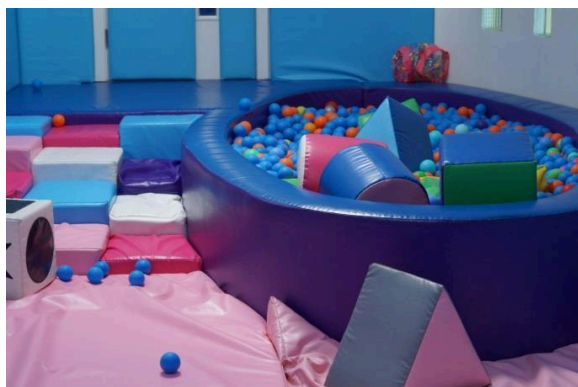
At the initial review meeting we talk to parents about what their priorities are for their child's learning and development and the child's therapists recommend areas to focus on. We then identify three specific objectives to be met over the next term and describe the strategies that will be used to support the child. These are called the child's 'Individual Education Plan' (IEP) and are recorded in their learning journal by their key person. These targets are then reviewed formally with parents every term. Parents can access a copy of the IEP's through the child's online journal.



Inclusive Provision

Our provision contains the following elements that enable us to respond effectively to individual needs and support children's access to the curriculum:

- 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 listening and attention skills, understanding and expressive language
- Clever Bodies group to develop early motor skills
- Differentiated story groups- stories matched to children's level of language development
- Individual planning which identifies specific targets and activities according to the child's needs
- Individual work or support from key members of staff where appropriate
- Sensory room with a range of light equipment
- Soft Play room with ball-pool and space for safe climbing and gross motor play



We have three classes in the nursery school. Butterflies is a class for our 3 and 4 year olds. Some children access our Grasshoppers class which is a class which meets the needs of children with autism or significant social communication difficulties. This class is staffed at a higher adult: child ratio. It provides a highly structured session using specific strategies and a low distraction environment.

We also have a class for our 2 year old children called Bumblebees. In this class we have children accessing their 2 year old Early Years Entitlement and children on parent funded places.



Behaviour support

At Lanterns, we follow the PATHS (Promoting Alternative Thinking Strategies) programme, working on developing children's recognition and expression of emotions and feelings. 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.

Medical Needs

Some of the children who attend our nursery have medical needs and require specific care from adults working with them. These children have an Individual Health Care Plan which ensures that staff members have received appropriate training to support their medical needs and administer any necessary medication.

Seeking support from other professionals

We believe that it is very important to work in partnership with other professionals to ensure that children and families receive co-ordinated support from everybody involved with a child. We are fortunate that the following agencies work in the nursery on a regular basis:

- Physiotherapy
- Speech and Language Therapy
- Occupational Therapy

We also work closely with:

- Consultant Pediatricians
- Educational Psychology Service
- Portage
- Specialist Teacher Advisors
- Health Visitors
- Community Nursing Team



For some children it may be necessary to discuss with parents the involvement of other agencies. Referrals are always discussed with parents so that they can give their permission for the referrals to be made.

Transition to school

We recognise that transition to school is a potentially anxious time for the child and their family when the child needs extra support and so we do all that we can to make it as smooth as possible.

Staff development

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

Accessibility

Lanterns Nursery School was purpose built and was designed to provide an accessible indoor and outdoor environment. The school is a communication friendly environment. Makaton signs and symbols are used throughout the school. Our Governing Body monitors accessibility for all. More detail is available in our Accessibility Statement.

Who can I talk to if I need more information?

All staff are happy to talk to parents about how we work together to support a child and family. Parents may want to start by talking to someone they see regularly such as your child's key person or senior practitioner. If they are not able to answer your questions they will try to find someone who can.



Lanterns has a clear process for complaints which can be found on our website or by asking reception.

If you would like to discuss the needs of your child, or any aspect of the Nursery School or Extended Services, please talk to Lynsay Falkingham or Helen Woodhall:

Lynsay Falkingham: Headteacher (01962 860393)

Helen Woodhall: SENCO (01962 860393)

You may want to talk to: Briony Alder : Chair of Governors (01962 860393)
 Chloe East : Governor responsible for SEND (01962 860393)