

## The ACE Centre Nursery School

### School Information Report for SEND Provision 2024 - 2025

The ACE Centre Nursery School has an inclusive ethos which creates a sense of community and belonging. It has a broad and balanced curriculum that all children access with the right level of support according to the individual needs of each child. Early identification of each child's barriers to learning are key to every child progressing and developing in a safe and healthy environment. We understand that the experience we offer children will form attitudes and dispositions, not just to learning, but also to how each child feels about themselves within their school community. We provide for children with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech, language and communication difficulties, including autistic spectrum conditions.
- Cognition and learning needs; this includes children who have learning difficulties and specific difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs
- Sensory and/or physical needs; this includes children who have visual or hearing needs, a physical disability that affects their learning, or a difficulty with processing one or more types of sensory information.

Special Educational Needs and Disabilities Coordinator (SENCO) is Zoe Wakefield. Who can be contacted at [zoe.wakefield@cnacecentre.co.uk](mailto:zoe.wakefield@cnacecentre.co.uk)

The Headteacher is Lynn Jenkins. Who can be contacted at [head@cnacecentre.co.uk](mailto:head@cnacecentre.co.uk)

The school governor who links with the SENCO is Catherine Hayward. Who can be contacted at [c.hayward@ace-chipping-norton.co.uk](mailto:c.hayward@ace-chipping-norton.co.uk)

The Headteacher and Governors have a legal responsibility for overseeing all aspects of the SENCO's work.

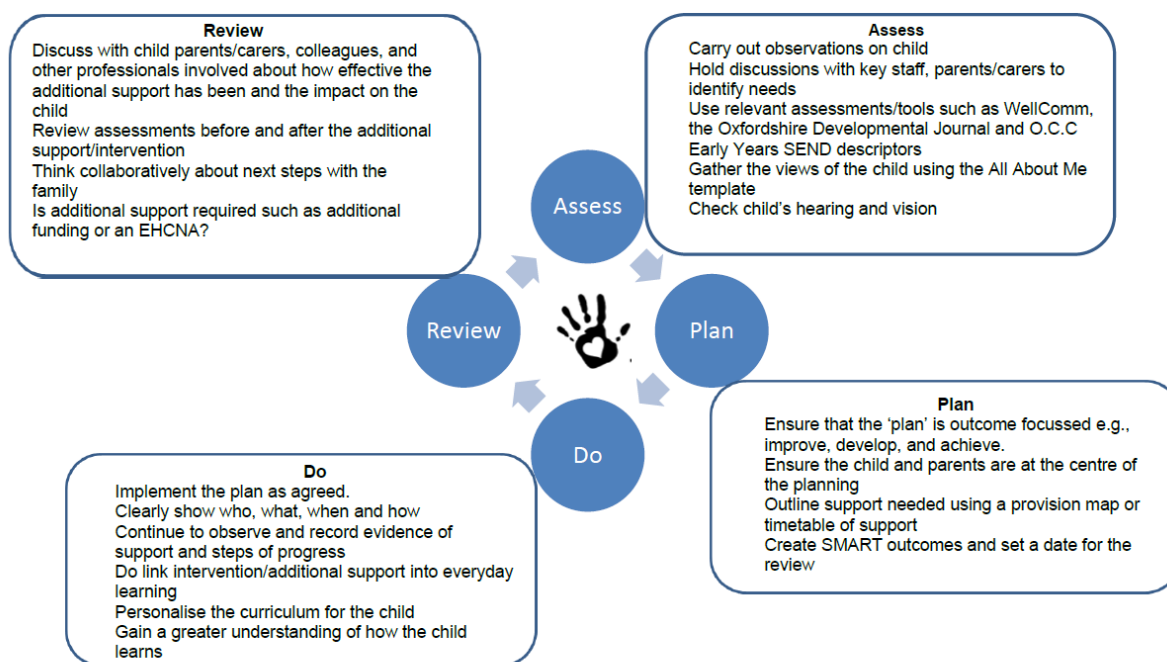
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## How do we identify and give extra help to children with SEND?

The school uses Oxfordshire County Council's guide 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' and the 'Inclusion Development Programme' – supporting children with Social Emotional and Mental Health.

We use the graduated response approach to support each child's needs.



These guidance documents set out:

- How we identify whether a child has a special educational need.
- How important it is to work together with the child's needs at the heart of what we do; and, how we equally balance the voice of the family, child and school to achieve this.
- How we assess and track a child's progress, using this assessment to plan and adapt our teaching and provision.
- How we support and include the child's family at every stage of involving special services outside of the school.
- How we support targets for your child at school and at home.
- Ways in which we can adapt our learning environment to suit a child's needs.
- How we review progress and share outcomes with you and your child

You can find more guidance and support about Special Education Needs for schools, settings and parents in Oxfordshire [here](#). This guidance is designed to help schools to identify a child's special educational needs, the level of support they offer, and how to arrange and monitor support given.

## **How do we work with and support our parents and young children?**

We have an understanding that all families have unique needs and require different levels of support. We inform and link families to the SENDIASS organisation so that each family is aware of the network of parent and full professional and financial support available to them. Our expertise in working with families is not only based upon specific training but also developed by a history of working with our Children's Centre while it served the locality. We strive to continue this ethos by working with the local community and more recently with charitable organisations and remaining local services. Our staff understand that every child is unique and brings with them their individual strengths and needs, and so we have carefully developed an early intervention approach which systematically reflects on, identifies and addresses the individual needs and rights of each child in our school. We also monitor and work with families who meet the needs of a **Strengths and Needs Assessment**, which the SENCO will undertake and develop into a 'Team Around the Family' where necessary.

We celebrate parents and carers as a child's first and most enduring educators and so work in partnership with you, stressing that you can always talk to someone, no matter how big or small your concern.

We work even more closely with children with Special Educational Needs and Disabilities (SEND) and their parents to increase our understanding, agree outcomes for your child and discuss how we can all work towards these, then review progress regularly. We do this through parent-teacher phone calls, held three times a year; SEND review meetings, when required (at least three times per year); and, support families through the process of applying for additional educational funding, including Educational Health and Care Assessment Applications (EHCNA), resulting Education and Health Care Plans (EHCP), and EHCP annual reviews. We also build a genuine on-going relationship with you and share information informally every day, as well as running many schemes which support you to contribute to a Nursery School session alongside the children. These schemes include: (depending on eligibility)

- A comprehensive Early Years Pupil Premium program
- Parent workshops and health visitor-led sessions in supporting your child's development at home
- The opportunity to participate in our WELLCOMM programme to help progress communication and language development
- Regular newsletters to keep you up to date and involved in Nursery School life
- Becoming a Forest School Volunteer (following DBS procedure)
- Becoming a Sofa Super Hero and reading with children in sessions (following DBS procedure)
- Supporting us on any school trips as part of our Big Experiences programme
- Contributing to our policies on SEND and Equality and other aspects of our provision through parent and local authority surveys

## **Adapting the curriculum**

We offer a broad and balanced curriculum for all children, including those with a disability or those with special educational needs. You can find out more about how we adapt our curriculum through the following policies and documents, available on our website.

- Teaching and Learning Policy
- ACE Centre Nursery Curricular Aims
- Key Curricular Experiences
- SEND Policy
- Equality Policy
- Accessibility Plan

We take the view that all children have the right to have their needs met. We have found the following two observations to be true.

- Firstly, that many of the strategies used for supporting children and young people with SEND, benefit all children in supporting their learning as well. For example, it is the case that one child's right to use a visual prop to support their communication and language might equally increase her neighbours' ability to focus and pay attention.
- Secondly, universally providing for diverse needs, rights and cultures teaches children how to appreciate and celebrate their differences, while also learning how we essentially share the right to be safe, supported and looked after by each other.

Specific interventions or adaptations we use to support children include:

- Oxfordshire's WELLCOMM Programme (communication & interaction)
- Speech and Language interventions
- Protective Behaviours (Social and Emotional aspects of learning)
- Some Makaton sign language is used by staff throughout the Nursery School, at singing and group times (communication & interaction, cognition and learning and also EAL children)
- Visual timetables, "now and next" cards, choice boards are used to help children think ahead and link 'planning' to 'doing' (supported by Boardmaker software).
- We have an understanding of universal strategies for sensory processing issues and include heavy work, quiet areas, breathing techniques, tactile experiences in our daily provision.
- Communication strategies used include: "match plus one", "descriptive commentary" (with gaps), sequencing, specific praise, "observing – waiting – listening" to support sustained shared thinking, "backward chaining" to build an experience of success and completion with each child.
- SCERTS visual support system for communication

## **What Expertise can we offer?**

The ACE Centre Nursery School is an inclusive school and has worked successfully with children who have had a wide range of SEN and Disabilities. At our core, we value all children's right to access education in the way that suits them best. All aspects of our provision demonstrate this; in the way we set up the learning environment; the individual planning and focus that we give to each child; and, in respectful relationships, based on observing needs, sharing and sustaining attention, listening and responding with just the right level of interaction. Our ethos is to support and maximise a child's well-being and involvement in the experiences they have at school and in order to do this we are trained to identify and understand barriers to learning. Through many different approaches we skilfully adapt our provision to fit the child.

Staff training is undertaken in various aspects of SEND, according to the needs of the children, to ensure that our provision and that the support given to children is appropriate and effective. The training needs of our practitioners are reviewed as part of our performance management and school development processes and we have adopted an inclusive range of key curricular experiences and concepts, based on research and best practice, in which staff receive regular inhouse training throughout the year.

Staff have particular expertise in working with children with SEND and in supporting children who are delayed in their speech and language development. In addition, staff have undergone training in an intervention program called WELLCOMM and we also use some Makaton signing. Whole-team training has included in: "DfE Child Development Training Programme," "Emotion Coaching", "Protective Behaviours", "The Quiet Child", "Risk and Challenge in the Early Years" and "Interacting or Interfering: Improving Interactions in the Early Years". These programmes have been delivered during INSET days and partnership training days. We have worked to embed these concepts into our practice to enhance our work with children who present with a range of challenging behaviours. We continue to give in-house training around these concepts to keep up staff skill levels and introduce new members of the team to working in this way.

We have successfully secured both Education, Health and Care Plans (EHCP) and Additional Funding for children, when necessary, and always support both children and their families to make a successful transition to their next school.

We also have access to a range of specialist support services including:

- Health Services – including Health Visitors and Occupational Therapists.
- Speech and Language Therapists. The team liaises closely with Speech and Language Therapists who visit regularly through the year to assess a child's progress and contribute strategy and advice for next steps.
- Services to support learning – such as Oxfordshire's School Inclusion Team, the Early Intervention Service, and the Educational Psychology Service.

- We use Early Years Special Educational Needs Toolkit to inform practice.

You can access help and advice about finding SEND support for your child in Oxfordshire [here](#).

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

Our SENCO will be starting the Special Educational Needs Co-ordinator National Professional Qualification (NPQ) in October 2024.

### **How do we know if SEND Provision is effective?**

The progress of all children is tracked throughout the school through the use of Focus Child Observation Weeks. We use the Department for Education's (DfE) Developmental Journals, linked to the Early Years Development Matters Curriculum, to assess which children are working towards, working within or exceeding their age expected level of progress and achievement. Key persons update their children's progress on this tracking document and assessment is moderated three times (with additional entry data for new children) throughout the year. This data is then analysed and we plan targeted experiences for children who need to close the gap in any given area of the curriculum. In addition, key persons use their knowledge of their key children from observations in both adult-led groups and child-led learning to share any concerns, new strategies or new information during our team meetings and daily briefings.

When we run special intervention groups for children, such as WELLCOMM, we collect and assess data from before and after the intervention and then analyse this to decide how best to run interventions in the future.

Children sometimes require more tracking and support for specific targets and strategies which the SENCO, other specialists and family have decided on together. These children and families are supported by an on-going process of meetings, targets, strategies and reviews which are recorded on SEND Support, Outcomes and Reviews paperwork and Developmental Journals. Together, the All About Me portfolio, Development Matters tracking document and the SEND support paperwork, provide a comprehensive picture and description of an individual's strengths, interests, family's wishes, needs and rights, successful strategies, progress and attainment. This record can be used to apply for EHCP or additional funding if necessary, and at transition time, is copied and discussed with the child's next teacher, SENCO and school.

We also use a vulnerable learners list which helps us identify the number of barriers to learning each child has and prioritises need for extra support. This is reviewed termly at staff meetings to reflect ongoing changes in each child's circumstances.

### **How are children with SEND helped to access activities outside of the classroom?**

All children are included in activities and trip wherever possible, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so that everyone is clear about what will happen. Every volunteer reads and signs the risk assessment for the trip.

You can find more information about activities and events for disabled children and those with Special Educational Needs in Oxfordshire in the Family Information Service [here](#).

### **What do we do to ensure the wellbeing and involvement of children with SEND?**

We carefully observe and listen to children and always seek to understand their opinion or point of view. The way in which we interact with children may take different forms, depending on their age and stage of development. For example, where a child may not be able to verbally contribute to discussions, we can use written and photographic observations of their interests, preferences, strengths, learning and development. Some children may communicate through choosing, discussion or sorting pictures or photographs.

We also recognise that behaviour is communication and we respond immediately by identifying and accepting feelings first, then reasserting boundaries and ultimately fixing problems or planning what to do next time. This system of Emotion Coaching is embedded in our practice for all children and leads the children creating their own caring and supportive community.

We use Leuven Scales of Well-being and Involvement monitoring regularly and have added “Sustained Shared Thinking and Emotional Well-being” (SSTEW scales) to the range of monitoring tools we use to reflect on our practice and provision.

We expect, model and support all children to behave respectfully towards others within the Nursery School and do not tolerate any unkind or hurtful behaviour. We teach principles from Protective Behaviours to the children and help them learn they have the right to feel safe all of the time, how to recognise when they don't and what they can do to rectify this. For more information please see our Behaviour Policy – which you can find [here](#).

### **How do we help children with SEND to join the school and make the transition to their next educative setting?**

We carry out Home Visits, wherever possible, prior to children starting Nursery School. As part of this visit your child's Key Person is able to discuss each child's individual needs, including any Special Educational Needs and Rights or Disabilities.

All children must visit the Nursery School at least once with their parent or carer, prior to starting. This visit will be arranged either during the term before your child starts at Nursery School or at the beginning of the

term your child starts. We encourage parents to be available to stay with their child during the settling in period, supporting children and families to feel happy and secure.

When a child with SEN or a disability is moving on to their next school or setting we:

- Support parents in visiting schools and understanding what choices are available to them.
- Liaise with the receiving school's Headteacher, SENCO teacher and Teaching Assistant, as appropriate.
- Arrange extra school visits prior to entry, supported by Nursery School staff if necessary.
- Offer the opportunity for receiving staff from new schools to visit the child in Nursery School.
- Provide assessment and records for the receiving school.
- Review the child's Education, Health and Care Plan and SEND records as appropriate.

#### **Who to contact.**

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the key person. A meeting will be arranged, which would include the SENCO, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

You can more useful information on our school website [here](#).

If you would like impartial advice from Oxfordshire's SENDIASS (SEND and Disability Information, Advice and Support Service), you can find it [here](#).

For information on Oxfordshire's Local Offer which contains lots of information for parents, you can find [here](#).

Updated – Summer term 2024

Next review – Summer term 2025