



Boundstone Nursery School



SEND Report 2021-22

At Boundstone Nursery School and Daycare we are committed to promoting equality of opportunity and valuing diversity for all children and families. We will ensure that our provision is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We aim for every child to fulfil their potential no matter what his/her background or personal circumstances may be.

1. What are Special Educational Needs?

The term Special Educational needs and Disability (SEND) has a legal definition. Children with SEND have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children. Special Educational Needs and provision can be considered as falling under four broad areas, although these are not mutually exclusive:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and Mental Health
- Sensory and/or Physical

2. How does Boundstone know if my child has SEND and what should I do if I think my child has SEND?

We place great importance on identifying SEND early so that we can help children as soon as possible. Key carers are continually observing and learning about their key children and if they have any concerns they will discuss these with you and our Inclusion Co-ordinator, Kate Wollaston. Similarly, you are most welcome to discuss any concerns you may have about your child and any aspect of their development with your child's key carer and/or our Inclusion Co-ordinator. We recognise that children develop at different rates and that external factors can have an impact on their development and we actively look for ways that we can support every child facing challenges in their learning, either temporary or long-term. If you have any questions or concerns, then do not hesitate to contact us.

3. How will Boundstone support my child?

The Inclusion Co-ordinator is Kate Wollaston, her role is to coordinate all the specific provisions that are put in place, liaise with parents, key carers and any relevant outside agencies to monitor SEND pupil progress and well-being. Kate makes use of any specialist advice and strategies and incorporates them into our practice, as appropriate.

The SEND Code of Practice describes how support for children with SEND should be made by using a 'graduated approach' via staff's employment of the 'assess-plan-do-review' cycle. This occurs for all children as part of our curriculum planning but is more detailed for our SEND children with the implementation of a Targeted Support Plan (TSP) which is written in consultation with key carers and parents. The TSP is reviewed and updated regularly in response to the child's needs and incorporating their interests.

4. How will I know how my child is doing?

At Boundstone we recognise that parents are their child's first educators and understand that parents know their children better than anyone else. The staff in Daycare and the Nursery School are keen to involve parents as much as possible as their children join us. We ask parents to complete an 'All About Me' profile about their child. This occurs during settling sessions in Daycare and during home visits in Nursery. This gives the staff further information and supports a closer connection between home and school. We recognise that by working closely with parents/carers it leads to the best outcomes for the children.

For children who have identified additional needs, the Inclusion Manager calls a Pre-Entry meeting for parents/carers, health professionals and the child's new key carer. This meeting is made to ensure that we understand the child and family and we can identify the best way to support their needs. We work closely with specialist teachers, family support workers, speech therapists, physiotherapists, occupational therapists, educational psychologists and health visitors. We have an informal 'open door' policy which allows parents to come into the nursery when dropping off or picking up their children. We feel that if parents have concerns or worries these are best dealt with as soon as possible and where possible always face-to-face. Staff understand that for some parents, especially when at work, these times can be tricky and always invite parents to contact the school by phone or email. Staff will respond to your call or email at the earliest opportunity. Children in the SSC, and for some of those with SEND outside the SSC, have a Communication Book where parents are able to convey messages to the staff and for staff to ensure that parents are kept informed of what has been happening at the setting.

The Inclusion Co-ordinator is available daily to talk to parents/carers about any questions, concerns or anxieties around any aspect of SEND, she is available by phone at any time.

5. How accessible is Boundstone?

Boundstone is a fully inclusive setting. Our building is all on one level with accessible facilities for all users. All doors and entrances to the building are wide enough to accommodate wheelchair users. There are designated parking bays close to the building for the use of the disabled.

Where appropriate, children attending our Daycare or Nursery School are assessed individually and adaptations are made, where possible, and in consultation with parents and any specialist advisory professionals. For example, the Sensory Support Team may make suggestions of adaptations to our environment for a child with a severe visual impairment.

We aim to ensure that all correspondence and communication is written clearly and we will inform parents verbally where appropriate.

Boundstone has an accessible toilet and shower facilities.

6. How will Boundstone prepare my child to move on to a new School?

Boundstone recognises that the transition to Primary School is a significant event in the life of young child and that this needs to be handled as sensitively as possible. To enable a smooth transition we:

- Support parents when they are making school choices by providing them with information and by hosting a school visiting event. For SSC parents we arrange accompanied visits to local SSC school provision and for more complex needs we arrange accompanied visits to Special Schools.
- For all children with SEND we arrange a Transition meeting, inviting parents, the receiving school, relevant health professionals and the child's key carer. These meetings are facilitated by our Inclusion Manager who makes record of the meeting including agreed actions. All those present are provided with a copy of the meeting record which forms the basis of the transition for the child. During the autumn term the Inclusion Co-ordinator contacts and/or visits the new school to support the implementation of the transition plan.
- Receiving schools visit the children in our setting as many times as is practicable.
- For children who rely on visual strategies, such as 'now/next', social stories and visual timetables, we provide receiving schools with copies of those with which the child is familiar.
- For all SEND children we create two copies of an individual Transition Book, showing photographs of Boundstone and significant adults alongside photographs of the receiving school and adults. We create two copies for the child to refer to both at home and at Boundstone.

7. How can I be involved?

Where a child is receiving SEND support we will regularly meet and talk with parents to discuss their child's TSP as clear targets are set and revised. We provide ideas for supporting your child at home and we are available for you should you require further advice or strategies.

8. Who can I contact for more information?

Our Inclusion Co-ordinator is Kate Wollaston and she is available by email kwollaston@boundstonenursery.co.uk or by phone 01903 276860. Our SEND governor is Glynis Reid and she is contactable by letter via: Boundstone Nursery School, Upper Boundstone Lane, Lancing, West Sussex, BN15 9QX.