



FLATTS NURSERY SCHOOL

SEND Information Report

Headteacher	Mrs Andi Gilroy-Sinclair
SENCo	Mrs Andi Gilroy-Sinclair
Governor with responsibility for SEN	Mr John Disken
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Telephone (SENCo)	01924 456771
LA Local Offer webpage	https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx
Age range	2 to 5 years
Funding	Kirklees LA

At Flatts Nursery School we deliver quality first teaching to every child, adapting the EYFS curriculum to their specific needs.	
How do Flatts Nursery School staff know if children need extra help?	<ul style="list-style-type: none"> • Concerns are raised by parents / carers or staff • Limited progress is being made • There is a change in the pupil's behaviour or progress
What should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • Your child's Key Person would be the first person to talk to • You could request an appointment to talk to one of the qualified teachers • You could request a meeting with the SENDCo (Mrs Gilroy-Sinclair - head teacher)
How will Flatts Nursery School support my child?	<ul style="list-style-type: none"> • Each pupils' EYFS education will be planned by the teachers, supported by the observations from their Key Person, considering their individual needs • Where it is identified that enhancements are needed to quality first teaching additional support will be put in place. This may take the form of: some additional specific support in the provision or targeted intervention in small groups or individually

	<ul style="list-style-type: none"> Occasionally a pupil may need more expert support from an outside service such as Early Years SEN, Speech and Language Therapy, Educational Psychologist or Occupational Therapy
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> The EYFS curriculum is based around children's needs. At Flatts we use this to plan for each child's next step in their learning journey Children are observed regularly during continuous provision and group time by their Key Person, this ensures accurate assessments are made Other staff may be allocated to work with the pupil in a 1-to-1 or small focus group to target more specific needs If appropriate, specialist equipment may be given to the pupil e.g. pencil grips or easy-to-use scissors If awarded SENDIF funding, this will be used towards staffing for an enhanced ratio
How will I know how my child is doing?	<ul style="list-style-type: none"> You will be able to discuss your child's progress at parents' appointments which we hold during the year You will be able to see their observations online – through a password protected system Appointments can be made to speak, in more detail, with members of staff if you require
How will you help me to support my child's learning?	<ul style="list-style-type: none"> Staff may suggest ways of how you can support your child. The SENDCo may meet with you to discuss how to support your child with strategies to use to support their development We can support you to implement any suggestions from outside agencies
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> As part of our offer, every group has a planned session for Personal, Social and Emotional Development If you have concerns you can make an appointment to see your child's Key Person, the class teacher or SENDCo In school we have a trained ELSA (Emotional Literacy Support Assistant) who can work with children who have been identified as needing support emotionally
SEN Pupils with medical needs:	<ul style="list-style-type: none"> If a pupil has a medical need we will request the parents/carers to complete a Health Care Plan and where necessary seek the advice from medical professionals. These are shared with all staff who are involved with the pupil. All staff are Paediatric First Aid trained Staff will receive specific medical intervention training when needed e.g. EpiPen, Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member

<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • At times it may be necessary to consult with outside services to receive their more specialised expertise • For further information of what is available within Kirklees you can find out more here https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx • Where necessary school will seek the advice of outside agencies including Speech and Language Therapy, Educational Psychologist, Portex
<p>What training have the staff supporting children and young people with SEN had (or are having)?</p>	<ul style="list-style-type: none"> • Different members of staff have received training related to Special Education Needs and Disabilities. This includes: <ul style="list-style-type: none"> ○ SCERTS - Social Communication, Emotional Regulation, and Transactional Support ○ ELSA – Emotional Literacy Support Assistant ○ The SENDCo has Qualified Teacher Status and is completing the National Award for Special Educational Needs Coordination in the academic year 2020-2021
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Activities and school trips are available to all • Risk assessments are carried out and procedures are put in place to enable all children to participate • If it is deemed that an intensive level of 1:1 support is required, you may be asked to accompany the child during the activity
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We are happy to discuss individual access requirements. All children including children with a disability are welcome to enrol. The arrangement will be carried out on an individual basis including other professionals as necessary
<p>How will the school prepare and support my child when joining Flatts Nursery School or transitioning into the primary phase at their chosen school?</p>	<ul style="list-style-type: none"> • A home visit is offered to all pupils joining our setting • Discussions between the previous or receiving schools/ settings happen prior to the pupil joining / leaving • Most pupils attend a transition session where they spend some time with their new Key Person and other members of staff • Additional visits are also arranged for pupils who need extra time in their new school • School staff are always willing to meet parents / carers prior to their child joining the school • Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the parents / carers
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs
<p>How is the decision made about how much support my child will receive?</p>	<ul style="list-style-type: none"> • These decisions are made in consultation with the child's Key Person, teachers and the SENDCo. Decisions are based upon the child's individual development or as a result of assessments by outside agencies
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • If you wish to discuss your child's educational needs please speak to your child's Key Person. If you wish to talk to the class teacher or the SENDCo please contact the office for an appointment.

We hope these have answered any queries you may have but do not hesitate to contact the individual school if you have further questions.