



# **Westfield Nursery School**

## **Special Educational Needs**

Information for parents, carers, new staff  
and governors

Westfield Nursery School  
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### **Welcome to Westfield**

**The Special Educational Needs and Disabilities Co-ordinator is Mrs  
Leigh-Ann Andrews**

At Westfield Nursery we are committed to supporting all children on the start of their education journey. The SEND Code of Practice states that 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' This leaflet summarizes how they may be supported whilst at the Nursery.

## Introduction

The Nursery is used to working with children with a range of needs. These could be social and communication needs, cognition and learning needs, social, emotional and mental health needs and sensory and physical needs. In the past Nursery has supported children who have an autistic spectrum diagnosis (ASD) or where there autistic spectrum traits have been observed; children whose parents have concerns regarding attention deficit hyperactive disorder (ADHD); children with speech and language delay and children with speech and language disorders; children with dyspraxia; children with developmental delay; children with hearing loss; visually impaired children or children with physical impairment of some kind. We strive to work together with parents to ensure children are best supported at Nursery and ensure they are school ready and/ or have appropriate support in place for when they start school.

## Stages of Support

If parents/ carers or staff have observed anything in a child's development or behaviours which causes concern, these should be shared, and next steps decided. There is then a graduated response- children at Stage One receive support identified by and provided by Nursery; children at Stage Two are seeing an outside agency who are advising on the best support. For some children we request an Education Health Care Plan (EHCP) from the local authority which means a child may require a higher level of support. This statutory assessment of a child's needs is a legal process which sets out the amount of support a child receives.

## Special Educational Needs and Disabilities Plan

Some children have a SEND plan whilst at Nursery. This document written by the staff with input from parents/ carers and sometimes with support from outside agencies, includes information about what people admire about the child, how best to support and communicate with the child and what is important to the child. It acknowledges who is important in the child's life, what a good day looks like, what a bad day looks like and how to have more good days. It summarises strengths and concerns. The plan then identifies long and short-term outcomes with strategies and responsibilities. These are reviewed regularly to monitor the impact and success of the strategies tried. These plans ensure a consistent approach by staff and the correct approach is used.



Some children also have a speech and language plan with ideas to support their speech and language acquisition.

For some children, whether they have a diagnosis or not a SEND plan is enough to ensure staff are aware of their needs and how best to support them. Other children require a greater level of support and at Nursery we may apply for extra funding for them to 1:1 support form a teaching assistant (TA). This TA will support your child to access the Nursery environment, interact with other children and make the best progress they can against their particular need.

## Strategies to support

At Nursery we use a range of strategies to support children, where a strategy works we will continue to build on this, where a strategy doesn't prove to support we will try something else or we may ask for further advise- see external agencies.

Bucket time: Some children attend 'bucket time' this is completed in a quiet space with a small group of children with a high adult to child ratio. There are three stages we use at bucket time. Stage one is the bucket itself. The children listen/ sing a song and wait to see what is in the bucket. This is always something new and exciting to stimulate interest. Staff ensure children are focussed and introduce new vocabulary.



Once the bucket is finished the staff member leads another activity, stage two, where children watch and listen, this sensory activity supports concentration and focus.

The third stage involves children completing an adult directed task at a 'workstation'. This will focus on an element of the Early Years Foundation Stage curriculum, for example using tweezers to put pom poms in a pot which supports a child's physical development.

Visual Timetable: At Nursery all children benefit from the use of a visual timetable. There are pictures of the stages of the Nursery day such as inside time or snack time, an arrow is moved to show the child what the activity is now and supports children knowing what is next. Some children need this to support the transition between different parts of the session.



Objects of Reference: Some children use objects of reference to support their understanding of simple language, changes in routine and their ability to make choices, for example a child who is going to have their nappy changed may be given a nappy, a child who is transitioning to snack time may be given a cup.



Object Exchange: Object exchange is when a child initiates interaction by handing an item to an adult to make a request. This supports interactions in non-verbal children.



Timers: We use button timers to help count down to a transition. This is a piece of card with a number of 'buttons'; a button is removed to show time passing. When all the buttons are removed time is up, e.g. an activity is finished. We also use sand timers to support turn taking. When the sand runs out it is the next child's turn.



## Resources

Children with additional needs may spend some time in Dragonflies class to give them a quieter sensory space with less children and some time in their classroom. We use a range of resources to support children such as cause and effect toys, toys with lights or sounds and toys to support interactions such as click clack cars.



## External Agencies

We work closely with a number of outside agencies so that we can get the best expert advice in ensuring we give each child the very best support. They may complete observations of the child or 1:1 session and advise us on next steps. No child is seen without a parent/ carers prior consent.



The Early Years Support Team (EYST): The Early Years Support Team comprises of specialist teachers and specialist practitioners who work with children, parents/carers and settings offering advice and guidance on all aspects of child's development, progress and future planning. They help settings to identify any additional support the child may need and support them to provide this, including targets for the SEND plan. The team work closely with other professionals, e.g. physiotherapists or speech and language therapists.



Speech and Language Therapist (SALT): The Speech and Language Therapist will observe and listen to the child and advise the best way to support a child's language acquisition. For example, they may suggest particular sound games to play at home and Nursery.



Child Development Centre- Edwin Lobo: Some children are referred to the Edwin Lobo Centre for a multi-disciplinary assessment. Here a child will see a range of experts who will make suggestions as how to best support a child. If a child is diagnosed for example with ASD, this will happen here.



Educational Psychologist: They are usually asked to provide support regarding a pupil when progress may not be being made at school, despite the support the school is providing.

**Please remember all children are different.**

**We work closely in partnerships with parents/ carers and with outside agencies to ensure children have the best start they can on their education journey.**

