



Hart Hill Nursery School is a local authority 'resourced' nursery. This means that we are given funding for 22 places reserved for children with severe and complex special educational needs. Some children are referred for a resourced place by the Special Educational Needs Services. If a child is identified as needing a resourced place after they have started at Hart Hill Nursery, evidence is gathered and a resourced place is applied for. This has to go to the Resourced Panel Meeting and the panel will assess whether the child meets the criteria for a resourced place.

At Hart Hill Nursery School, we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through a range of strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO (Special Educational Needs Co-ordinator), specialist teaching staff both within the school and external professionals such as Educational Psychologists, Specialist Teachers (e.g. Autism, Hearing/Visual Impairment), Speech and Language Therapists, Paediatricians and the SENS Team to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of assessing children, monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the Hart Hill identify and organise support for children with special educational needs?

- We offer all families who apply for a place at the nursery a home visit. As well as sharing information about the school, parents/carers are asked about their child's interests, strengths and anything their child needs additional support with.
- We ensure that when a child is already known to additional support agencies or a previous pre-school before they come to us, a full and thorough transition programme is planned so that information can be shared and interventions can be planned for and implemented quickly.
- When a child begins at Hart Hill Nursery, we use continuous observation and assessment. We liaise with outside agencies and use information from them to inform planning.
- We may refer the child to different services/professionals if we feel they would benefit from additional support.
- If the school has received advice from outside agencies or if the school offers additional support to the child, this will be included in their Contract of Education which outlines key targets for the child and how they will be achieved in collaboration with parents and professionals involved in supporting the child.
- Some children are referred for a resourced place by the Special Educational Needs Services. If a child is identified as needing a resourced place after they have started at Hart Hill Nursery, evidence is gathered and a resourced place applied for. This is presented at the Resourced Panel meeting and they will assess whether the child meets the criteria for a resourced place.
- The school employs two SEN TA's who, alongside the SENCO and class teams, work with the children with SEND (Special Educational Needs and Disabilities).
- Some children with an identified SEND begin and end their sessions in Squirrel Class. This is a smaller, calmer room with fewer children and a higher adult:child ratio. Interventions such as Attention Skills, TAC PAC, Sensory Circuits and Sensory Play are delivered here. The children then integrate into the main classrooms. The amount of time spent in main classrooms and the interventions they receive depends on the needs of the individual child. Some children with an identified SEND are placed in the main classrooms and they come out for interventions specific to their needs.
- Children are supported based on their stage of development. Strategies such as TEACCH work systems and schedules, and communication support strategies such as Object Exchange, PECS and Communication Boards are used. The curriculum is differentiated to meet the needs of every child, dependent on their stage and progress is monitored using the Luton SENS Developmental Profile and/or a Holistic Approach to assessing children with SEND.
- The school has a Special Education Needs Policy, an Equality Policy and an Accessibility Plan.

2. **Who are the key people available to discuss parental/carers concerns about their child's difficulties? (e.g. Class Teacher, SENCO, Inclusion Manager)**
 - The school employs a SENCO
 - Every child has a class teacher/room lead
 - The school employs two SEN TA's who are key workers to the children with special educational needs
 - The Family Worker Staff are always available at drop off and collection times to share information but appointments can be made whenever longer discussions are needed.

3. **How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?**
 - A baseline assessment is carried out within the first two weeks of the child starting at Hart Hill Nursery
 - Children with special educational needs are assessed termly using the Luton SENS Developmental Profile and/or The Holistic Profile
 - Parents are invited into school to talk about their child's learning and development, there are regular planned meetings to celebrate progress and attainment and to formulate next steps for learning. When children have been identified as requiring additional support in school or from outside agencies, targets are set and recorded in their Contract of Education. Advice from parents and any external agencies supporting the child are included in the child's targets. The Contract of Education outlines how school and parents will support the targets set.
 - Depending on the needs of individual children sometimes a home school book will be used. The SENCO or child's key worker is available on most days to talk though concerns or appointments can be made when a longer session is needed.

4. **What support will parents/carers receive if their child/young person has been identified as having special educational needs?**
 - Hart Hill Nursery School are able to support parents/carers with an experienced staff team including a SENCO, two SEN TA's and a Family Worker.
 - The school work closely with outside agencies to support the children. These agencies include specialist teachers (Autism, hearing/visual impairment), Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Physiotherapists, Paediatricians and the SENS Team. Parents are invited to meetings with professionals where appropriate.
 - As detailed above, information is shared regularly, both formally and informally. Parents/carers are welcome at any time to request an appointment to discuss any worries or concerns, or seek advice from any key members of staff.
 - The SENCO will support parents/carers in visits to the Child Development Clinic at Edwin Lobo Centre and other health visits and school visits as appropriate, with the agreement of parents/carers
 - The SENCO and the Family Worker can give support to parents/carers with filling in forms for claiming benefits and advice on benefits parents/carers may be able to claim, if they wish.

- Parents/carers will be signposted to other support agencies/organisations that can offer support or training to the child and family, either through The Family Partnership Service, health or other e.g. feeding/sleeping support, parenting courses, Makaton training, Autism training/support groups, parent support groups etc. Parents will be signposted to Luton's Local Offer and some Key information is shared on posters outside Squirrel Class.
- The SENCO will make appointments to explain the process of Education Health and Care Plan Needs Assessments for children with severe and complex needs and will help parents to visit potential schools and assist with this process.
- Parents are supported by the Family Worker and SENCO in coffee mornings to share information from Luton's Local Offer and create a 'safe space' for parents to connect with each other.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

- The wellbeing of the children at Hart Hill is integral to our practice of supporting all the children in Hart Hill this includes those who have an identified Special Need. All rooms promote calmness through use of natural resources, diffusers and indoor plants.
- Careful planning of each individual child's needs, by regular communication between parents, staff and external agencies and by following regularly updated Contracts of Education, helps to ensure that we meet the specific needs of our children with SEND.
- We have a robust medical policy and will administer medication at school where it has been pre-agreed, working with the health visiting team or specialist nurses where necessary i.e. to draw up Care Plans for children with epi-pens, ongoing conditions etc. When any medication is administered, a record is kept. The SENCO works with outside agencies such as epilepsy nurses to ensure staff training is up to date to enable them to support children with medical needs when necessary.
- The school follows a whole school behaviour policy. Staff understand the needs of individual children and Individual Support Plans are put into place in partnership with parents to support children's needs where appropriate. The Individual Support Plans help adults working with the child to understand the functions of the child's behaviour so that support can be properly targeted to meet the child's needs
- Hart Hill Nursery School use "Signs for Feelings & Behaviour" to support children's wellbeing; this involves teaching children a set of signs to describe feelings which helps them to express themselves and lessen frustration. 'Zones of Regulation' is also used across the school to help children to identify their emotions, know that it is OK and normal to feel any emotion and how to regulate their emotions.
- Hart Hill Nursery School employs two Family Workers who support families who attend our nursery as well as other families in the community thorough stay and play sessions, baby massage and other workshops that parents can attend.

6. How will teaching be adapted to support the child/young person with special educational needs?

- At Hart Hill Nursery, children are supported according to their stage of development and the curriculum is differentiated to meet the needs of each child.
- Children have opportunities to work with adults 1:1, in small groups and as part of a whole class.

- Contracts of Education are put into place to set targets in partnership with parents and outside agencies who are involved with the child (where appropriate).
- The SENCO makes referrals to outside agencies such as the SENS Team, Educational psychologist and Speech and Language Therapists, where appropriate, to ensure the child is fully supported at school.
- The staff at Hart Hill are experienced in delivering specialist interventions to support children with special educational needs. These include TAC PAC, Attention Skills, Sensory Circuits and Sensory Play. We also use a range of strategies to support communication and understanding such as PECS, Object Exchange and using Objects of Reference. We also use TEACCH schedules and work areas to support understanding of routines and teaching of specific skills.
- ‘Zones of Regulation’ is used to support children with managing feelings and behaviour.
- Intervention groups such as Duplo Time, turn-taking and confidence building groups are used to support children with their personal, social and emotional development.
- Children’s needs are individually assessed and, if appropriate, they may start and end their nursery session in Squirrel Class. As mentioned above, this is a smaller, calmer room with fewer children and a higher adult:child ratio where interventions to support learning and development are carried out.
- The SENCO makes applications for Education, Health and Care Plans where appropriate. This secures funding for support for the child and gives parents more choices about where they would like their child to go to school.

7. What different types of support can the child/young person receive in school? (e.g. small group or individual)

- The school employs two SEN TAs who are key workers for the children with special educational needs. They will work with the children 1:1 and in small groups to develop children’s attention, communication, social and emotional regulation skills.
- The SENCO coordinates support for the children with SEND and is class teacher for Squirrel Class.
- Staff deliver specialised programmes and follow advice given by external agencies such as advisory teachers and speech therapists through 1:1 or small group sessions.
- Makaton signing is used across the nursery.
- Access to specialist health services and outreach support e.g. speech therapists, physiotherapists, specialist teachers etc.
- Staff regularly attend courses and internal training to ensure they have a sound knowledge on how to support the children with SEND in the school e.g. communication training, Attention skills training, Sensory circuit training etc. and this supports them to differentiate learning for children who need a highly differentiated curriculum.
- Where appropriate, staff are involved in some medical training to support the children with medical needs.

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

- All children at Hart Hill Nursery School are supported during lunchtimes, before and after school clubs as well as on educational visits. Ratios may be adapted where necessary.
- All staff in the school have experience in working with children with severe and complex needs and are aware of the needs of all of the children in their care.
- Children will be supported with feeding and developing independent eating skills where needed. They will be encouraged to explore new foods through touch, smell and taste. All children take part in cooking sessions and food tasting at school. Some children are encouraged to take part in 'sensory cooking' sessions to introduce them to foods in a fun, relaxed, engaging way.
- Children with SEND receive additional support if required e.g. 1:1 support on educational visits. Alternate educational visits may be offered to children with SEND to ensure the visit is appropriate to their level of development.
- Unstructured times such as child initiated play time is structured appropriately for children who need a higher level of support to allow them to access the curriculum and develop play skills e.g. they may follow a TEACCH schedule or objects of reference, they may play structured turn taking games with an adult or in a small group, they may be taken to a work area where play skills are taught and/or they might engage in intensive interactions with an adult.

9. How does the (early years setting/school/college) involve children/young people in decisions that affect them?

- Every child who applies for a place at Hart Hill Nursery is offered a home visit before they begin. Children's views are sought through them and their parents. Parents talk about their child's likes and dislikes and things that are important to them and their child.
- Planning is completed and adapted following children's interests to ensure the children feel valued and are motivated to learn.
- Where appropriate, targets and learning objectives are shared with the children.
- Children with communication difficulties, very young children or children with English as an additional language may make their needs/wants known non-verbally. Staff are able to skilfully tune into the children to be able to understand their communicative intents. These may include gestures, noises, taking an adult by the hand, using pictures, symbols or objects of reference, Makaton or a change in behaviour. Staff also work closely with parents to ensure they understand their child's methods/means of communication and to help their child make progress in this area. Advice from Speech Therapists and other external agencies involved with the child will also be used to support this further.
- Feedback is carefully delivered to children so that they understand what they are doing well, what skills they are learning/using and what they need to do to extend their learning

10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?

- The school employs a full time SENCO and two L3 SEN Teaching Assistants.

- The school employs two Family Workers who support parents in a range of ways including referring to The Family Partnership service, supporting with filling in forms including DLA and offering advice and support with home issues such as toileting, feeding etc.
- All staff are trained to support all the children with Special Educational Needs and providing up to date training and support for staff to enable them to meet the needs of all children at Hart Hill is of utmost importance.
- The school has Rainbow Room which is specifically designed to be a clear space as this helps children focus on their learning in a calm, distraction free area. Specific interventions and activities are carefully planned for each child who accesses this room to ensure the children make progress in their learning dependent on their level of development.
- The school has a sensory room which is used to support children with their understanding of the world, communication, managing their feelings and behaviour and their sensory needs.
- Activities/interventions include: TAC PAC, Attention Skills, Intensive Interactions, Sensory Circuits, TEACCH work tasks and structured turn taking games.
- Staff meet with parents termly to discuss progress and next steps for learning. Children have a Contract of Education which collates advice from external agencies, parent's views and teacher's professional judgement to plan specific targets to ensure the children make progress in their learning and development.
- Hart Hill school buy into the SEN SLA for the SEN Speech Advisory Services, Autism Spectrum Advisory Service and Education Psychology Service.
- Attention Skills sessions are held across the nursery and resources are regularly updated and replenished.
- Specific resources and specialist equipment is purchased to support the needs of individual children when needed.
- The school building is accessible to all children and adjustments are made when necessary to ensure this remains the case.
- DAF funding is used to support individual children's needs who are entitled to this funding.

11. What services external to the setting/school/college can provide support to children with SEN?

- Hart Hill Nursery School works very closely with a range of external services and agencies including our Educational Psychologists, the SENS team, Autism advisory teacher, Speech and Language Therapists, hearing and visual impairment specialist teachers.
- The SENDCO refers children to specialist services (when appropriate) who give the staff and parent's advice and support to ensure children receive a differentiated curriculum which meets their needs and ensures they make progress.
- We liaise frequently with the local authority Special Educational Needs Assessment Team responsible for the approval and writing of Education Health and Care Plans.

12. How are staff at Hart Hill Nursery School supported to work with children/young people with special educational needs and what training do they have?

- All staff at Hart Hill Nursery School work with children with special educational needs.
- Regular training ensures staff have up to date knowledge and understanding of strategies/interventions used with individual children
- Staff work closely with the SENDCO to formulate Contracts of Education and Individual Support Plans to ensure children make progress.
- The SENDCO refers children to outside agencies and services such as Speech and Language Therapists, the Educational Psychologist, the SENS team, the Hearing or Visual Impairment Teams, Occupational Therapists, the Edwin Lobo Centre etc. when appropriate. These teams support school staff by observing the children and advising on how the children's needs can be met in school and at home.

13. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

- School visits are organised by the SENDCO to mainstream and specialist schools and attended by parents and staff from the school (usually the SENDCO) to support families to make decisions about school place.
- Transition meetings are held with parents, staff at Hart Hill and staff from the child's new school to ensure a smooth transition. A transition plan is drawn up to inform the receiving school of the child's strengths and areas in which they need support and strategies/interventions/techniques used to support the child are shared.
- The SENDCO, new class teacher and/or SEN support staff arrange visits to Hart Hill to observe and meet the child and liaise with current staff.
- Hart Hill support mainstream schools by sharing information about interventions in place and inviting staff in to school to observe and ask question about specific interventions that they can then use with the children who require the additional support in their school.
- Visits are made to the receiving school by the parents and children.
- All information, reports and paperwork is passed on to the receiving school.

14. How accessible is the setting/school/college environment?

- The school has an access plan and is wheelchair accessible.
- Every class has a visual timetable and individual TEACCH Schedules for children who need them. All classes use communication/choose boards where appropriate. Every class has a quiet, distraction free work area for children who need it. All classes have 'help' and 'toilet' signs accessible to children to support children to communicate their needs.
- All staff use Makaton signing and object/symbol cues where appropriate to support verbal communications.
- All teaching staff are trained and familiar with using PECS.
- The school has accessible changing facilities. There is one accessible toilet for adults.
- The school provides translators either from the staff team or through the Local Authority EMAG team when necessary.

- The school makes necessary adaptations to accommodate and store any equipment needed to support children with SEN i.e. wheel chairs and buggies.
- The school work closely with outreach teams such as Lady Zia Werner, Hearing Impairment and Visual Impairment services, occupational therapist and physiotherapists to ensure the school is fully accessible to all children and adaptations are made where possible.

15. Who can parents/carers contact for further information at the early years setting/school/college?

- Further information can be found by contacting the school on 01582 731701. If you require further information about SEND, please ask to speak to the SENDCO. She will be pleased to speak to you and answer any questions you may have. She can also arrange for you to come and have a tour of the school and speak to you further about what support we can offer your child and your family at Hart Hill Nursery.
- If your child already attends Hart Hill Nursery your first point of contact is your child's key worker or the room leader/class teacher. You are also welcome to arrange a meeting with the SENDCO.