



St Nicholas CE Primary School EYFS SEND Information Report

Provider Name	St Nicholas CE Primary School EYFS
Address	St Nicholas CE Primary School, School Road, BR7 5PQ
Email	admin@chislehurst-cofe.bromley.sch.uk
Telephone	0208 467 2993
Name of SENCo	Ms M Somers

All Bromley Schools are committed to, and adopt, a similar approach to meeting the needs of all pupils including those with Special Educational Needs (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices to comply with the Equality Act (2010).

St Nicholas CE Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction needs, cognitive and learning difficulties, social and emotional difficulties, health and physical needs.

The support deployed will be tailored to individual need following a thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

This report has been co-produced with key stake holders, including pupils, parents/ carers, staff and governors.

'You took on a full-time leader with expertise in special educational needs and disability and created posts that enabled a number of your teachers to develop subject expertise and leadership skills. As a result, you improved outcomes at the end of key stage 2 in 2017, particularly in writing.' OFSTED Report, Sep 2017

1 How will the setting help my child to settle in?

The setting will do the following:

- Nursery visits to discuss your Child's needs before they start
- Staggered start dates and times
- Stay and play session before joining
- Adjustment of sessions and times depending on the individual child and how well they are settling in
- Daily conversations with parents/carers to discuss any concerns or worries

2 What is the setting's approach to supporting different children's needs and how will that help my child?

We offer an inclusive setting where every child is settled and monitored by an assigned key worker. This allows staff to get to know more about their pupils' individual needs. This will then inform planning and individual next steps.

All staff will work collaboratively with any previous settings and outside agencies involved. Parents/carers are informed on a daily basis and a report sent home in the Summer Term.
Children that are already identified with a need will be monitored by the SENCO and outside agencies will continue to support.

3 Who can I contact for further information within the setting?

Initial point of contact:

Miss L Harman

EYFS Lead

Chislehurst Church of England Primary School,
School Road, Chislehurst, Kent BR7 5PQ

4 How accessible are the setting's indoor and outdoor environments?

Any children who have SEND should contact the SENCO for an initial meeting to discuss needs and anything the school can put in place to support each individual.

The site is wheelchair accessible with a disabled toilet.

5 What specialist services and expertise are available at or accessed by the setting?

At school we work closely with all external agencies that we feel are relevant to individual children's needs within our school, including:

- General Practitioners
- School Nurse/ Family Worker
- Clinical Psychologists
- Paediatricians
- Speech & Language therapists
- Occupational Health
- Bromley Wellbeing/ CAMHs
- Social Services – including Social Workers
- Educational Psychologists.
- Sensory Support
- Advisory Social Communication Teacher (Social Eyes)

6 How does the setting know if children need extra help?

At Chislehurst C.E. Primary School children are identified as having SEND through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. other Early Years establishments or physical development agencies
- Health diagnosis through paediatrician
- SENCo and Class Teacher to investigate possible avenues of Need using Local Authority Indicators
- Pupil progress meetings

7 How will I be involved in my child's learning and overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being. We are a caring, understanding team.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

- If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services
- Formal Pupil Progress meetings are held termly. Parents, relevant agencies and staff are invited to attend where appropriate
- Through monitoring of formal assessment data at the start and end of EYFS.
- All additional support is implemented and documented through a Plan Do Assess Review process

8 What training and experience have staff had in supporting children with SEND?

- SENCo has attained the National Award for Special Educational Needs Coordination (NASENCO)
- SALT
- ASD training
- Social Skills and Inclusion Training
- Occupational Therapy/ Physiotherapy coordination
- Dyslexic Friendly Teaching

9 How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

- All children partake in a 'transition day', where they move up to their new class, meet their new teacher and classmates. This helps them to prepare for moving on. The new reception children come in and spend some time at school.
- We encourage all new children to visit the school with their parents prior to starting, where they are shown around the school.
- For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. During these additional visits, the child would meet their class teacher and any additional adults who will be providing support to the child. We would also visit them in their current school (if possible).
- Social stories and 'transition passports' will be used for any children who may find transition particularly difficult.
- 'Pupil voice' is sought at the assessment and review stage. For example, this may include pupils' direct and indirect involvement (where appropriate) in pupil progress meetings, EHCP reviews, meetings with class teachers and parent-SENCO surgeries.

Feedback from parents and carers:

- Information shared with Early Years Parents.
- Parent Forum allows for all parents across the school to review the Report and feedback.

Provider Response to feedback:

- TBD- awaiting Parent Forum feedback

Date published : November 2017

Date of next review: November 2018

Bromley Local Offer: a source of information and advice to help support children and young people with disabilities or learning needs and their families <https://bromley.mylifeportal.co.uk/localoffer/>

Information, Advice and Support Service (IASS) iass@bromley.gov.uk

Bromley Parent Partnership Tel: 01689 881024/23

http://www.bromley.gov.uk/info/200071/parentalsupport/64/information_advice_and_support_service_ias

<https://orpington.cylex-uk.co.uk/.../bromley-parent-partnership-service-17917848.html>

Bromley Parent Voice Tel 0208 776 3170 www.bromley.parentvoice.org.uk

Bromley Mencap Tel 0208 466 0790 <http://www.bromleymencap.org.uk>

Bromley Virtual School Educational professionals responsible for the children who are Looked After (CLA). This oversees and monitors provision for children who are in the care of the Local Authority.

Current Personnel		
Name	Role	Support provided
Ms M Somers	SENCO	Review statements/EHCPs, advice, staff meetings, planning
Miss L Harman	Reception Teacher	Classroom support
Ms T May	TA	Classroom support

COMPLAINTS

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of an SEND nature should be made to the SENCO.

The academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.