



SEND Information Report– Bertrum House Nursery
(Special Educational Needs and Disabilities)

Bertrum House Nursery

Bertrum House Nursery believes in the importance of every child achieving their 'best', making excellent progress and enjoying experiences through nurturing and inspiring teaching. We aim to develop a love of learning, confidence and sense of belonging in every child. All our children have the right to an education which engages and excites them and helps them to develop socially, emotionally and academically. Our nursery offers the space and resources to challenge children and to support them to reach their potential. We are proud of our relationship with parents and children and work closely to ensure that every child reaches their full potential.

We believe in equal opportunities for all our children and we aim to build on the skills and experiences of each member of our school community, irrespective of their race, gender, home background, or development needs. We know that parents want the best for their child and by working in partnership with them and consulting with them when needed, we hope that each child will thrive and achieve their potential with us. The staff work closely together and with parents to support each child's individual learning journey. By doing this we can identify early on if a child may have a specific need and help in getting any additional support that may be required.

Who is our Special Educational Needs and Disabilities Co-ordinator?

Our Special Education Needs and Disabilities Co-ordinator (SENDCo) is **Vicky Moran**. Parents are welcome to speak to her at any time if they have concerns about their child.

Vicky can be contacted on 020 8767 4051 and her email address is earlyyears@bertrumhousenursery.co.uk

What should I do if I am concerned about my child's progress or special educational needs?

Bertrum House Nursery operates an open-door policy. If a parent has any concerns about their child's progress they can speak to their key person or class teacher. The key person is responsible for observing, evaluating, assessing and planning for the individual needs of their children and is supported and led by the class teacher. They are also there to encourage the families to participate in their child's learning and to help each child form positive relationships with the other staff and children in the school. A parent can also speak to Miss Vicky Moran (SENDCo). All our staff are on hand to advise on appropriate strategies and support to ensure your child's individual needs are met.

How does the setting decide whether a child has special educational needs and what extra help they need?

Children joining the school with a SEND already identified

We welcome applications from children with a variety of special, additional needs or disabilities and are happy to offer individual tours of the nursery with parents to discuss their child's needs. We ask parents to share copies of reports carried out by other professionals (e.g. medical reports, Educational Psychologist reports). We are always happy to work with professionals who have already been put in place to support a child and will use the information available to write a support plan for that child so we can support and manage them to the best of our ability.

Children already attending Bertrum House Nursery

Parents are encouraged to bring their concerns to their child's key person or class teacher. We pride ourselves on our relationships with our families and work hard to ensure that parents are able to talk openly with the Headteacher and teaching staff. Members of staff are available to talk before school or at the end of the day. Teachers are committed to informing parents about their child's development and any concerns will be shared and discussed.

Teachers carefully plan and differentiate teaching and learning to meet the needs of the children in their key group. If at any time, they are concerned about a child a meeting will be arranged with his/her parents to discuss this further. A support plan may be written, advice sought from an external agency or further support given at school. Support sought for children with SEND may include:

- Differentiated curriculum to match age, ability and needs of the children
- Adapted lesson planning and teaching to match children's additional needs
- Where appropriate, we adopt different strategies or resources and adapt outcomes to match the child's learning needs
- Participation in therapy sessions within the nursery arranged with external agencies such as Speech and Language Therapy or Occupational Therapy. This may be arranged through an Early Help Assessment (Local Authority) or privately at a cost to the parents.

Bertrum House Nursery operates a 'graduated approach' to SEND offering a personalised approach, frequent reviews to facilitate appropriate interventions to support individuals. At the heart of this approach are the needs of the child and family.

We can apply additional funding from the Wandsworth SEND Inclusion Fund to pay for specialised resources and members of staff to support children within the classroom.

When a child needs further support or we feel that additional support may be needed as they move onto Reception, conversations with parents will be held to discuss the application of an Education Health Care Assessment (EHCA).

An EHCA identifies educational, health and social needs and sets out the additional support to meet those needs.

How will I know how my child is doing and how will you help me to support my child's learning?

Upon joining the Nursery, we invite families to 'Information and Curriculum' evenings to share information with them about our learning provision. We also send out weekly learning updates to inform parents about learning the following week.

Parents are always welcome to review, discuss and feedback about their children's progress and targets/ next steps in learning in a variety of ways, such as: looking at and contributing to their child's Learning Journey on Tapestry (online); and discussing assessment outcomes. There are two planned parent and teacher meetings per year; one in the Autumn term and one in the Spring term. A Two Year Development Report is given to all new Nursery starters after their first half term and all other children in Nursery and Pre-Reception receive an interim report in the Autumn Term. A comprehensive report, covering all areas of learning is given to all parents at the end of the Summer term.

Parents are given an opportunity to contribute to the Two Year Development Report prior to it being written and concerns will be addressed by the class teacher and/or SENDCO.

If your child has an identified SEND, as a parent you will be involved in all decisions made regarding your child's support. We will work with you to implement a support plan with personalised targets to be used at school but also as an aid to support learning at home. These are reviewed on a termly basis, more frequently if necessary, and meetings are arranged with parents, the SENDCO and Key Person to review existing targets and set new ones.

Bertrum House Nursery has excellent contacts at Wandsworth, Lambeth and various private clinics and can access

advice and support from a range of professionals. We are also happy to meet with professionals chosen by parents to support the needs of our children (such as a Speech and Language Therapist or an Occupational Therapist for instance). We ask parents to share reports so we can best plan support in the classroom.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

Targets and next steps in learning are verbally discussed and explained to children, and we value their views and comments. Celebration is at the heart of the school and children are praised frequently for their accomplishments whether big or small.

How do you assess and review my child's progress?

As children join Bertrum House Nursery we aim to find out as much about them as we can from parents and carers. Parents fill in an 'All About Me' page on Tapestry to share information such as likes/dislikes, things that their child might find challenging and favourite activities. There is also a section about development and concerns that parents may have.

We recognise that parents have been educating and supporting their children since birth and want to work in partnership to promote their child's learning. This may be through parent teacher meetings, informal meetings, parent contributions on Tapestry and Support Plan meetings. We encourage parents to arrange a meeting with their child's Key Person, class teacher, Headteacher or SENDCo if they have any concerns.

Children's learning is constantly assessed through observation and weekly targets set for each child. Parents can access these observations on Tapestry, commenting and adding their own observations.

Key skills such as number recognition, scissor skills and name recognition are tracked termly on a one to one basis through practical activities.

Assessments are formally reported to parents at Parent Teacher Meetings, and through Two Year Development Reports (Nursery), Interim Report and End of Year Reports.

Support Plans are reviewed with the SENDCo and key person at least termly but more often if needed.

How is teaching and the curriculum adapted to my child's needs?

At Bertrum House Nursery, staff are trained to plan their activities so that they can be accessed by children whatever their ability. The staff are there to adapt the resources, provide age appropriate challenges for each child and to give support when needed.

We will also provide training for staff if needed to support a child, for example Social Communication, and additional resources or materials will be purchased (within reason) if it can enhance a child's learning, for example buying a wobble cushion for carpet time. SEN Inclusion Fund money can be used to pay for these additional resources.

We support all children with Makaton and help those with Speech and Language needs using visual props; modelling language and working with Speech and Language Therapists. We have a member of staff who has attended Foundation Makaton training and all members are able to use basic signs to support routines and understanding.



We have a large field and are in a fantastic position to be able to support children in developing their gross motor skills. Bertrum House Nursery is able to work alongside OT professionals to support children with exercises in the school hall.

We have a well-qualified staff team who have an excellent understanding of child development and are able to support each individual. Bertrum House Nursery is also happy to welcome other practitioners into the Nursery to support our children e.g. OT, SALT, play therapist.

Our SENDCO attends training with Wandsworth Education Authority and is free to work with individuals or groups during the morning and afternoon sessions.

What support is there for my child's emotional well-being?

Each child has a Key Person who is responsible for making them secure, safe and happy in their environment. They are also there to encourage their children to make positive relationships with the other staff and children.

Staff are always happy to be available to talk to parents about the children in their care. They are available for brief conversations in the mornings or at pick up. Meetings can also be arranged both in person and on the phone. Staff are all trained to support young children and have a lot of experience in nurturing and supporting emotional well-being.

We want all children to develop positive self-esteem through their interactions with others; to feel confident in their environment; and to understand who can support them if they need help. These aspects are woven throughout our curriculum through learning activities and their daily experiences.

We work with children and families to develop skills for self-regulation and teach children to identify, name and respond to their feelings. Staff have experience of using strategies such as sensory circuits to help children regulate at times when they may be over or under stimulated.

How do you promote positive behaviour?

At Bertrum House Nursery we know that successful behaviour management depends on good communication and positive relationships between children, staff and parents. We are always fair, consistent and clear in our response to behaviour and wherever possible use positive reinforcement and reward systems to promote positive behaviour.

We praise and reward children for good behaviour in many ways, for example: -

- Positive, descriptive verbal praise and expressions of gratitude
- Stickers
- Individual or group reward charts etc. (where possible and within reason, the rewards are chosen by the children)
- Class Bears

Staff are aware of age appropriate behaviours and understand the need to be positive role models.

We understand that behaviour is a form of communication and we support children to understand their feelings and how to self-regulate.



What training and specialist skills do the staff supporting children with SEND have or are having?

The Nursery SENDCo, Vicky, regularly attends training at Wandsworth and has worked as a SENDCO supporting children from aged 2yrs until the end of the EYFS at 5yrs. She has a Level 3 Early Years SEN qualification.

Vicky has supported children with ADHD, ASD, Speech and Language Delay, Sensory Processing Disorder and Down Syndrome. She has worked with parents to put strategies in place for positive behaviour management.

Visiting professionals train our assistants with the skills they need to support the children in our care e.g. OT exercises.

Members of staff are well qualified and include qualified teachers (NVQ Level 6 and those with Qualified Teacher Status), NVQ Level 3 assistants and unqualified 'gap' assistants. Staff are chosen who are committed to supporting all children and through their practice and professional development.

What do you do to make the setting environment and curriculum accessible for all children?

The Nursery is on a single level and has step free access to the premises. We are always happy to meet with prospective parents and outside professionals to discuss how to best accommodate children's needs within the premises.

We believe that all children should be able to access a full and exciting curriculum and a range of activities are planned to ensure that the needs of all our children can be met.

We have a positive approach to inclusion and believe that adaptations put in place to support children advantage the whole class and therefore Makaton, visual cues, sensory activities are all part of our continuous provision.

How will my child be included in activities outside of the classroom?

Your child will have full access to the same curriculum on offer to all other children. Additional risk assessments for educational visits outside of the school premises or before/ after school clubs will be carried out where appropriate. Members of staff will receive the appropriate training deemed necessary to support children with SEND within their care.

How will the setting prepare my child to join the setting and transition to the next school?

When a child joins our Nursery, they are invited in for a 'Meet the Teacher' settling in session with their families prior to them starting with us. Parents will subsequently be invited to an 'Information' evening where day-to-day routines will be discussed with families.

We also gather information on each child regarding their home life, like and dislikes, details of nurseries or childminders previously attended, if they speak additional languages and if they have a SEND. A settling in form is also sent home for parents and staff to jointly contribute to. This information is used to help each child settle quickly into Nursery life and each child also has a key person, who will help them to feel secure and comfortable in the Nursery. Before a child starts with us, a welcome pack outlining key school policies and procedures is sent home to families so that parents and children know what to expect before they start with us. Upon joining us in Pre-Reception or at different points of the school year, families will receive the same information and new children are invited to join us for some settling in sessions before they start.

Upon leaving us, staff talk to the children about their new school to ensure that they understand what is happening

and how exciting this next step is for them. Our aim is to make sure, where possible, that each child is independent and ready for the next transition. We will work with parents and the staff at the child's new school to identify the best means of supporting the child's transition, for some children that might be through a visit to the new school or a transition book with photographs of new staff and surroundings. Existing staff will liaise with staff at their new setting to share relevant information to ensure a smooth transition. The children's Learning Journey is shared with their new school if parent permission is granted.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

When a child has a SEND we will work in partnership with the child's parents and will often bring in an outside agency to support the child. We will then all work together to implement strategies and an IEP, setting targets and review dates. Examples of professionals we work with are:

- Speech and Language Therapist
- Educational Psychologists
- Occupational Therapists and Physiotherapists
- Wandsworth Early Years advisors
- Wandsworth Inclusion advisors
- Play Therapists
- Medical professionals

We have experience of working with NHS professionals as well as private clinics.

Referrals to outside agencies only take place after a discussion with parents and their full agreement.

What will you do if my child has medical needs?

If your child has medical needs the school can administer prescription medicines (with a completed medicine consent form). The medicine will be administered by a First Aider (with paediatric first aid training) and will be recorded in the first aid file, signed and dated. All medicines are stored safely in the first aid box and all medicines must be clearly labelled and instructions given.

Before a child starts Bertrum House we will meet with parents to discuss medical needs to ensure continuity of care. If necessary we liaise with any relevant outside professionals and agency support services, to cover a child's medical needs. Our aim is to ensure there is little disruption to the child's education due to medical factors, and to provide as inclusive a nursery environment as possible.

We are sensitive to children's needs and will always ensure that children maintain their dignity e.g. when changing a child or supporting them with feeding.

What should I do if I am unhappy with my child's support or progress?

If families are unhappy with the way in which their child is being supported the progress they are making, we would always encourage them to speak with their child's Key Person in the first instance. If they are still unhappy, the Headteacher is always available to meet with to address the concerns. There is a School Complaint Policy in place which details the process to follow in the event of a complaint.

Where can I go for further advice and support?

- [Wandsworth Information Advice and Support Service \(WASS\)](http://www.wandsworth.gov.uk/wiass) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email wass@wandsworth.gov.uk or telephone 020 8871 8065
- [Contact a Family - Independent Support](http://www.iswandsworth.org.uk) Contact a Family Wandsworth (CaF) provide impartial, free and confidential, Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamil.org.uk
- The Wandsworth Parents' Forum "[Positive Parent Action](http://www.positiveparentaction.org.uk)" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer. The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email fis@wandsworth.gov.uk Text 07797 805 456 with "FIS" at the beginning of your message.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: office@bertrumhousenursery.co.uk

Please do contact the School Office should you wish to discuss our SEND Information Report further.

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