

## Wellingtons Nursery- Local Offer and SEND Provision



### Meet the team

SEND Practitioner is Miss Kyla Callaghan

SEND Administrator is Mrs Helen Fisher

Designated Safeguarding Leads are Mrs Jo Hickling, Mrs Fiona Webster, Miss Kyla Callaghan

Please phone: 07592081905 or email: [send@wellingtonsnurseryleeds.co.uk](mailto:send@wellingtonsnurseryleeds.co.uk) should you wish to speak to a member of the SEND team.

### What is the definition of Special Educational Needs (SEN) ?

The SEND Code of Practice (2015) notes 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of SEN when they reach compulsory school age or would do so if special educational provision was not made for them.

### What are the areas of SEND?

**Communication and Interaction:** Children with speech, language and communication needs have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.

**Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties:** Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Needs:** These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

### **Our Core Offer:**

Wellingtons Nursery & Out of School Club is an inclusive setting which strives to meet the individual needs of all children. We work in partnership with children, parents and outside agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs.

We have policies in place to support children with special educational needs:

9.1 Valuing diversity and promoting inclusion and equality

9.2 Supporting children with special educational needs

These policies form the basis of clear procedures, which ensure that high expectations, early intervention and appropriate support for all children are in place to ensure they reach their full potential.

### **Ethos**

Wellingtons Nursery aims to provide a broad and balanced curriculum which allows for many 'wow' moments as the children engage in play-based learning within a safe and stimulating environment. We provide opportunities for children to play and learn happily in ways which will help them develop their skills and knowledge. Wellingtons has high expectations of all the children in the setting and work alongside other agencies to best support their needs. We value early identification of any additional needs, working closely with parents and other professionals. We regularly assess the impact of our provision on children's progress and attainment.

### **Curriculum, Teaching & Learning**

Play is at the heart of everything we do. Wellingtons encourages all children to develop a love of learning. We want to help every child to achieve their full potential. We value our children as individuals and respect their needs regardless of sex, race, religion or ability.

Wellingtons provide a variety of adult-led and independent activities that support the seven areas of learning outlined in the Early Years Foundation Stage (EYFS). Wellingtons Nursery Curriculum document recognises the importance of parent partnership and sets out how we use a planning, observation and assessment to plan for next steps.

The SENDCO and keyworkers meet termly with the Nursery Manager to ensure that all children are meeting their potential and making progress. We regularly assess children with additional needs in order to plan next steps.

The SENDCO is responsible for ensuring documents such as pupil passports, well-being journals and provision maps are continually monitored and implemented by staff. Formal reviews are held where appropriate and shared with parents. Parent consultations give parents the opportunity to meet with the SENDCO and their child's keyworker to discuss progress, next steps, how children can be supported at home, or any other concerns. We encourage parents to contact us when they have questions or need advice so that we can proactively work together with families.

### **Partnerships**

At Wellingtons we pride ourselves on our partnership working. We invite professionals into school to support the delivery of interventions, assessments or work with children directly. The SENDCO welcomes visits from professionals, such as speech and language therapists into nursery. We also liaise with doctors, school nurses and other medical professionals as required.

### **Training**

Wellingtons values continued professional development in all staff. Training can take many forms including but not limited to: in house, local authority, online, government or private training. We are members of the NDNA and Early Years Alliance who also provide training. Staff are encouraged as part of regular supervision to be proactive in seeking training specific to their job role or which follows their interests for example SENDCO or STARS training.