

SEND Information Report 2023/24

Ganneys Meadow School and Family Centre is a warm, welcoming and nurturing environment where everyone is greeted with a smile. Our excellent long standing reputation in the local community and beyond makes us the first choice for many families looking for a Nursery place for their 2, 3 or 4-year-old child.

Ganneys Meadow Nursery School is a fully inclusive school. We ensure that all children achieve towards their potential socially, emotionally, physically and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs) This document is intended to give you information regarding the ways in which we ensure we support all of our children including those with SEN and disabilities, so they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

In September 2022, the school opened a Resource Provision for Reception aged children, in partnership with the Local Authority SEND team offering 12 places for children with EHCPs. Following the success of this and renovation of the community library, this provision has increased to 36 F2 places from September 2023. They are split up into three classes of 12 with a carefully thought out curriculum and routine for each class. This has enabled the school to appoint three teachers and nine teaching assistants. This is a positive addition and further strengthens our SEND offer and inclusive approach.

Our highly experienced staff, who are based in the rooms, work as part of our whole school team to nurture children as individuals in our inclusive school environment. Our school was successful in achieving the national Nurture Award in recognition of the support and our approach to children at Ganneys.

Children may be identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not facilitate improvement.

Special Educational Needs and/or Disabilities can include one or more of the following:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical Needs

A child may have needs that span two or more of these areas. In the Code of Practice 2015, Chapter 6, paragraph 6.28 onwards, it gives a fuller explanation of these categories.

The purpose of identification is to work out what action the School needs to take, not to fit the child into a category.

Who are the best people at school to talk to about my child's SEND?

Your child's Class Teacher and your child's Key Worker - responsible for planning the differentiated curriculum and assessing your child's progress.

SENDCo- responsible for co-ordinating all the support and interventions in the school, keeping parents informed, holding the reviews and liaising with all agencies involved with your child. Steph Rushworth is the SENDCo and the Deputy Head and is a member of the Senior Leadership Team. She has the National Award for SEN (NASENCo award), as required by law, and longstanding experience in SEND. To contact her, please phone the School on 0151 677 9255

Headteacher responsible for the day-to-day aspects of the school and all the arrangements for children with SEND. The Head Teacher has to report to the Governing Body on all aspects of SEND within the school.

SEND Governor is responsible for making sure the necessary support is made for every child who attends the school with SEND. Charlie Mills is our SEND Governor.

Arrangements for consulting with parents of children with SEND and involving them in their child's education

Children's keyworkers speak regularly to parents regarding their children as 2-way communication between home and Nursery School is key to children's learning. Parents are encouraged to express any concerns to the keyworker about their child's development and the keyworker always shares any concerns that the Nursery might have. If the SENDCo becomes involved and has concerns that would be better suited for external agency advice and support, parents are always consulted as to their thoughts and wishes. Parents are fully informed with applications for other services and are always involved with any meetings that concern their child. School Additional SEND Support Plans [ASP's] are sometimes put in place as part of the graduated approach, and parents are fully involved in this process.

How will I know how well my child is doing at school?

The School has an 'open door' policy - parents are welcome to speak to their child's Key Worker at any time.

Partnership between parents and teachers - we strive to communicate regularly with parents. There are termly meetings with the class teacher/key worker.

If your child has an Education Health Care Plan (EHCP) or Special Education Needs Inclusive Funding (SENIF) there will be formal meetings where progress is reviewed and a report written.

Team Approach and Working Together

We have a team approach, working in partnership as staff, with parents and outside agencies. This allows all involved to contribute knowledge and perspectives, and supports adoption of a consistent and informed position from which to work with each child. We have a collective responsibility to ensure the whole school community (staff, parents and children) make a positive contribution to meeting the needs of children with SEND. Our approach is supported by commitment to ongoing staff training, appropriate to the needs of individual staff and children.

How do we support our families at Ganneys Meadow School

Here at Ganneys Meadow we believe in strong partnerships between caregivers and teaching staff. We offer every opportunity for our families to share their concerns and success stories with us. We invite our parents to come along and see our provision in practice by hosting welcome visits and evenings, settling in sessions and stay and play events. We promote honest and open communication by offering home visits, telephone calls and we utilise our online journal and messaging service via The Tapestry app.

Ganneys Meadow school SEND team works collaboratively with parents to ensure every need and concern is met. We have a specialist Early Years SEND teacher, Dr Helen Bibby who works closely with all the staff and children across all our Resource Provision Classes. She also provides ongoing training and CPD for staff across the whole school.

As part of our pastoral offer to parents we work collaboratively with Early Childhood Services and have School Readiness Worker, Emma Carney and Family Support Worker, Jade Tyler in place at school, this allows parents to seek assessment and support at the earliest point. Ganneys Meadow have close links to the Positivitree Charity, who offer peer support for parents at our onsite Friday coffee mornings. The pastoral team host a varied programme of workshops and courses ranging from parenting advice, well-being and training qualifications specific to SEND.

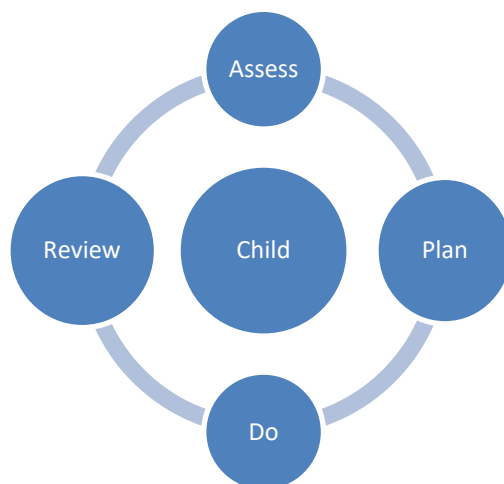
How accessible is this school for children with SEND?

Our school is fully compliant with DDA requirements. There is a disabled toilet and changing facilities. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEND.

How do school know if my child has special educational needs?

The professionals working in school with your child are able to share their concerns with the Special Needs Co-Ordinator (SENDCO), Mrs Rushworth, if there are questions or concerns about the child's progress.

At Ganneys Meadow, we use a cyclical approach to meeting and reviewing the needs of pupils with special educational needs:



This process includes:

- Using the graduated approach to identify and support a special educational need. (see above diagram)
- Additional Support Plan meetings in order to plan appropriate provision and intervention.
- The setting of individual targets with pupils and their families and sharing the impact of support, using Additional Support Plans.
- Liaison between the SENDCO and class teacher with other professionals to determine and facilitate appropriate support.
- Ensuring quality interventions are delivered by the appropriately trained staff.
- Termly pupil progress review meetings with the Head teacher, class teacher and SENDCO take place to review progress and appropriateness of provision. This informs provision mapping and the updating or identification of those pupils requiring additional support

Interventions.

At Ganneys Meadow, we use a variety of interventions that we hope will improve children’s outcomes in the area of SEND that has been identified as an area of need.

Here is a list of some of the interventions that we use to support the children. Alongside these we will follow recommendations from external agencies.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory.
1:1 session with key workers around child’s interests. Small group targeted activities.	Welcomm: SALT assessments/activities. Sound listening: SALT programme to support development of speech sounds. What’s in the bag: SALT programme to develop language. Giggle time (ASC Team) Developing interactions. Venturing into play (ASC Team) Developing interactions.	Lola: Listening and attention games. Social skills groups. (turn taking) Mindfulness Monsters. Yoga/Relaxation. ELSA	Sensory Room. Sensory Circuits Sensory diet activities. Physiotherapy exercises. Disco Dough (Fine motor skills). Squiggle while you wiggle (Gross motor skills).

	<p>Copy me games and people games to spark interactions.</p> <p>PECS- support communication for our non-verbal children.</p> <p>Attention Autism</p>		
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Sensory Room

At Ganneys Meadow we have two light and sound sensory rooms that creates a comforting, relaxing and sensory environment for all our children to access. It provides opportunities for visual and auditory sensory stimulation in a structured, targeted way. Children access the room through small group work and 1:1 sessions. Each classroom also has a designated space for sensory breaks such as vestibular, proprioception input and lots of opportunities to climb, jump and swing. Sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit is an active, physical and fun activity that children enjoy doing.

How does this school measure progress and how often?

The class teacher and key worker, formally monitors progress made by the children in their class on a half-termly basis.

Each term the Headteacher, SENDCO, class teacher and key worker meet for pupil progress meetings. These meetings:

- identify progress made by individual pupils and determine whether they are working at an appropriate level for their age and ability
- ensure pupils with SEN have access to the interventions and support they need
- monitor the impact this support is having on the pupil's progress
- help decide what support is needed in the future

- Monitor and review Additional Support Plans to ensure targets are being met and learning is being moved on at a suitable pace.

If a pupil has Special Educational Needs Inclusive Funding or Education, Health and Care Plan, a person centred review takes place at least once a year. Parents, class teacher, SENDCo and other professionals attend and discuss if the child's needs are being met appropriately.

Who are the other people delivering services to the children in this school?

Other professionals may need to come into school to support your child, or offer advice and guidance to school staff. Here is a list of agencies who visit our school to provide support or work with children.

Professional teams we work with:

- Wirral SEND team
- ASC Team
- Educational Psychologists
- Speech and Language Therapy (we buy into additional SALT through a private company called Rebecca Pearson Speech and Language Therapy).
- Community Paediatricians
- Occupational Therapists
- Physiotherapists
- Childrens Audiology
- Health Visitors
- Early Childhood Services
- Family Matters
- CAMHS
- Wirral Lifelong Learning
- Wirra Housing Services
- CAB
- PCSO's
- Koala Northwest
- Crea8ting Communities
- Positivitree
- Open Door Charity
- Neo Charity

(Any other agency as the needs of the pupils arise)

Reports provided by other professionals are shared with parents/carers and school. The class teacher or SENDCO will discuss with you any information or details of the reports, which affects your child's education and provision.

Managing Transitions

At Ganneys, the settling in process allows children, along with their parents, to feel comfortable in the new environment and share any particular need that the keyworker or SENDCo might need to know about. This involves filling in paperwork all about their child so key workers can get to build positive relationships with the children from the very beginning. If a family have been supported by the Portage Team or have a number of health professionals involved, we will hold multi agency meetings to ensure we have all the information we need to ensure we can meet the needs of the child and offer the right provision and level of support.

When children are ready to move on to Primary School there is an individual approach to transitions. All children with SEND will have at least one group or individual visit with their keyworker and usually the SENDCo to their new School. The School SENDCo and teacher are invited to visit the child at Nursery. Parents are kept fully informed about the process. Some children benefit from photos of their new school, or a social story about leaving nursery and starting school. The receiving school has communication with the SENDCo and as always, the parents are involved. Transition meetings are held to ensure that the right provision is in place for the child at the start of the school year. A number of our children will transition to specialist primary schools so it's important that a transition package is created on an individual need and all paperwork and information is shared ahead of their move.

The children that start our F2 Resource Provision are visited by the SENCO in their current Nursery and have a home visits and stay and play session with their parents.

We use CPOMs (Child protection Online Monitoring System) to record information about children, including any concerns that anyone may have. Communication is vital and we work closely with a range of agencies to support families and keep children safe.