

## Wheatley Nursery School SEND Information Report 2022-2023

### Universal:

SEND Code of practice 2015 states that “high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people.”

Quality First inclusive Teaching: High quality inclusive teaching for all children, taking into consideration the interests of each child and planning a curriculum that is broad and balanced.

### Parent Partnership

- Respectful relationships with parents that promote open communication and trust.
- Parent Consultations to discuss children’s development and celebrate moments.
- Regular opportunities for parents to share learning journals with their child.
- Weekly updates on tapestry and ideas for home learning

### Curriculum

- Continuous Provision that demonstrates a deep understanding of all the areas of learning.
- Planning reflects the children’s interests by enhancing the environment and encouraging further learning with quality interactions and inclusive teaching.
- A focus on developing the key skills of the Characteristics of Effective Teaching and Learning which underpins how children learn.
- Opportunities for children to explore, investigate, problem solve, design, plan, work collaboratively and create throughout the session.

### Inclusive Ethos

Fostering a culture of lifelong learning, curiosity and independence through:

- Celebrating difference, following children’s interests and fascinations.
- Nurturing environment, supporting the wellbeing of children.
- All children to feel safe and happy to come to nursery.
- Promoting children’s voice; verbal or non-verbal through interactions and observations.
- Acknowledging children’s feelings, supporting managing emotions and understanding that behaviour is communication.

	<ul style="list-style-type: none"> <li>● High aspirations for all learners, understanding that children learn in a variety of ways and adapting teaching to their strengths and needs.</li> </ul>
<b>Enabling Environment</b>	<ul style="list-style-type: none"> <li>● Continuous provision is engaging and encouraging children to become independent learners.</li> <li>● All Areas of Learning are reflected throughout the environment.</li> <li>● Staff reflect on children’s fascinations and interests by planning and enhanced provision. Teachers follow Assess, Plan, Do, Review approach.</li> <li>● Children’s work is displayed throughout the nursery to document their learning, reflect on experiences and to highlight the process of the learning taking place.</li> <li>● Communication friendly rooms, with visual timetables displayed alongside labelled resources to promote a nurturing environment.</li> </ul>
<b>Children’s development</b>	<ul style="list-style-type: none"> <li>● Children’s development and progress is assessed continuously throughout the year, through observations, effective quality interactions, discussions and reflection.</li> <li>● Deep knowledge of staff, to understand how the children learn and stages of development.</li> <li>● In depth observations of children during child initiated activities, adult initiated activities and adult focused activities.</li> <li>● Observations regularly written chronologically on Tapestry to celebrate learning moments, progression and development.</li> <li>● Respectful communication with parents through informal; e.g. Collection time, phone calls, Class Dojo and formal means e.g. Parent consultations, meetings with SENCo.</li> </ul>

### Wheatley Nursery School SEND Information Report 2022-2023– Targeted Support

SEND Code of Practice 2015 states “The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty.”

SEND Code of Practice 2015: There should be 4 stages of action; "assess, plan, do and review." Wheatley nursery school adopt these stages of action and the Graduated approach to identifying and supporting areas of SEND.

Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning. We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEN Toolkit <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>.

All interventions provided are personalised in order to ensure differentiated curriculum support.

The family and child complete an All About Me Sheet, to ensure their views are at the forefront of any discussions and their voices are heard and acted upon. This is also to maintain high aspirations.

All members of the staff team are confident and skilled at supporting children who may need extra support in a particular area of development.

Staff follow tailored continuous professional development training through staff meetings, INSET, Individual training, training from multi agencies.

Parents are invited to discuss their observations and concerns with the Key Person and SENCo.

Throughout each term the nursery invites parents to information and workshop sessions regarding specific areas of learning and how they can support their child at home. This is also now available on our Home Learning Platform, Class Dojo and on Tapestry