



SEN+D Report 2023





ETHOS

At Wentworth Nursery School and Children’s Centre, we believe it is essential to provide each child with a safe, nurturing, well-balanced and challenging education within an inclusive environment. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEN+D) receive their entitlement to an exciting, rich and accessible curriculum.

Our ethos promotes for all pupils to be provided with the best possible outcomes in preparation for life-learning. We believe it is important that all children feel safe enough to be curious, confident learners able to take risks in a challenging environment.

Each child’s learning is integral to all that we do and we have appropriate high expectations of what all our children, with support can achieve.

SENCo

Named SENCo is Farzana Chowdhury

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SEND SCHOOL PROFILE

Current SEN+D Profile (information based on September school roll information)

66 pupils on school roll, including 2-Year-olds (September 2023)

15 Pupils on SEN+D Register (23%)

Female	Male	EAL	EYPP	CIN	WB	BRCB	BAF	Full Time	Part Time
4	11	11	TBC	1	2	1	5	5	10

EHCP	Due to have EHCNA Assessment	My Support Plans	Cause for Concern	Speech and Language	Autistic Spectrum	Sensory and / or Physical Needs
0	5	11	4	15	2	10

CIN Child in Need

EHCP Education, Health and Care Plan

EAL English as an Additional Language

EYPP Early Years Pupil Premium

CIN Child in Need

WB White British

BRCB Black Caribbean

BAF Black African



PROVISION

Joint Working

All children identified on the SEN+D register receive additional support. This is outlined termly by the SEND team and Multi Agency Professionals (MAP) led by the SENCO. The Multi Agency Professionals include Speech and Language Therapist and Educational Psychologist. These meetings outline any support and strategies to implement in addition to quality teaching.

SENCo and SEND team in conjunction with the child's keyworker, write an intervention plan, clearly outlining the pupil's learning priorities and strategies to help achieve the outcomes.

Learning Support Assistants use these plans to deliver daily intervention sessions. This year we have placed a greater emphasis on collaborative inclusive practise, which involves the interventions sensitively weaved into the children's play using the wider provision as well as focused groups. These interventions are regularly reviewed by the SEN+D team alongside with the keyworker and the next stage of the progress is planned for. Children on the SEN+D register are regularly observed by the SEND team, observations and recommendations are immediately shared with practitioners to support teaching and learning. Observations are also shared immediately using tapestry online observation tools.

All teaching and learning is reviewed on a daily basis, ensuring children with SEN+D are targeted and making progress.

Parent Partnership

Parents and carers are invited to Support Plans to meet with the SENCo, Keyworker as well as the Speech and Language Therapist to review their child's learning and celebrate their achievements. The school has an ethos of ensuring parents are made to feel welcome, comfortable, giving them a platform to be honest and voice any concerns they may be experiencing.

Additional Information

Information on children and strategies is then shared and updated weekly with Learning Support Assistants (LSA). The school also conducts Individual Needs weekly to update all staff on relevant information as well as allow staff to raise concerns on any pupils learning and progress.





STRATEGIES USES TO SUPPORT ALL CHILDREN INCLUDING THOSE WITH SEND INCLUDED:

At Wentworth, the staff use a multi-disciplinary approach when teaching children. Below are the main strategies used with all children:

- Working closely with parents
- Modelling language in context
- Concrete, engaging learning activities
- Structured turn taking and collaborative play.
- Repetition and continuation of learning activities
- Inclusive and enabling learning environment.
- Use of visual supports to aid understanding.

INTERVENTIONS

- 1:1 Adult Support
- Daily Complex Needs Attention and Interaction Group
- Autism Language Group
- PECS (stages 1-4) in nursery
- PECS at home with parent/carers supported by SaLT
- Daily Sensory and Physical Learning Opportunities
- TEACCH Table
- Small Structured Motivating Groups.
- All About Me book – a large book with photos of the child participating in meaningful learning experiences.
- Colourful Semantics (language strategy to develop language acquisition)
- Home Learning Packs - specific to pupil's needs
- Intensive Interaction
- Play parenting – following child's interest.
- Modelling language in context

TRAINING

Social Communication, Emotional Regulation and Transactional Support (SCERTS)

Educational Psychologist and Speech and language Therapist will be providing further training on SCERTS .

Learning Support Assistant (LSA)

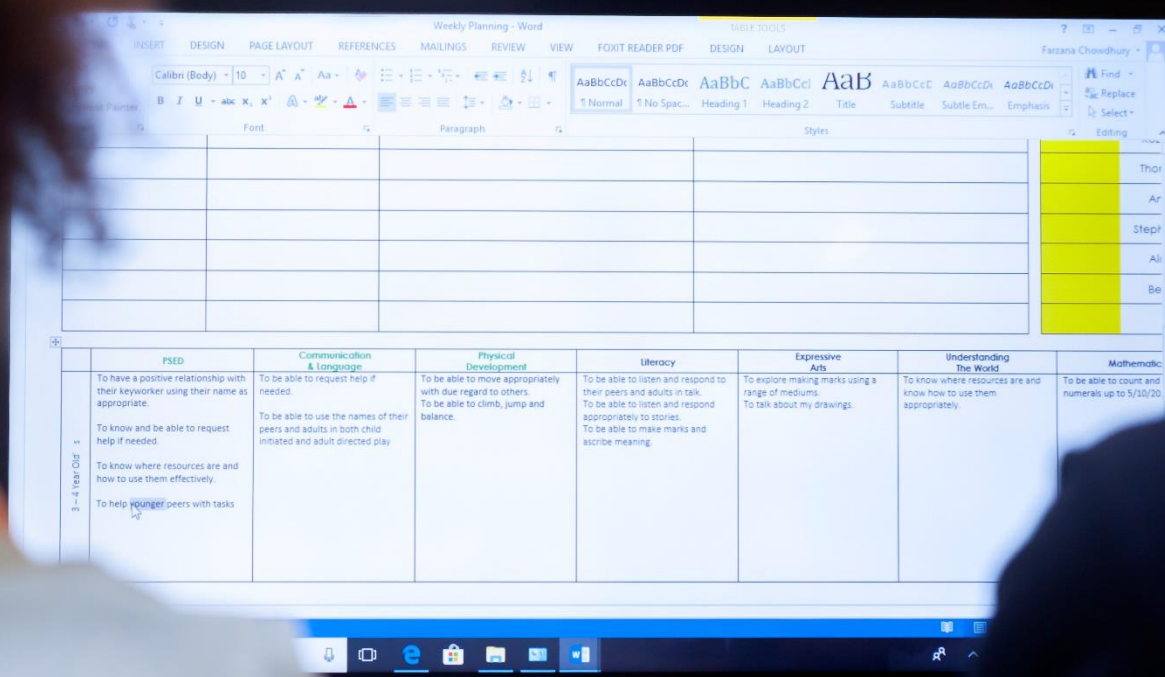
The Learning Support Co-ordinator and Speech and Language Therapist will continue to support our existing LSAs. The approach will consist of coaching style and buddy teaching.

Co-Regulation

The SEND team will be conducting STEWW Audit in conjunction with supporting staff in understanding and delivering co-regulation strategies.

Assessment

The SENCO will be responsible for devising. implementing an assessment tool using the Early Years Developmental Journal. The SENCO will also be responsible for providing training for all teaching staff.



IMPACT - CASE STUDY

Pupil Profile

Male	Black Caribbean	EAL	Part Time	Diagnosis: ASD
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Learning Priority

"I can initiate and maintain extended interactions with adults and peers when my partners wait for & invite interaction through responsive exchanges and facilitate successful interactions with peers and use visuals for expressive communication."

Pupil's Strengths	Interests
Number skills	Sensory water play
Mark making	Physical challenges, space to manoeuvre
Retain information	Trips
Curiosity	Vehicles / trains
Problem solving	Numbers
	Mark making

Intervention:

Pupil A has been attending Wentworth Nursery School as a two-year-old. On entry he required 1:1 adult support to understand and follow nursery routine.

Pupil A received the following interventions:

- Daily Complex Needs Attention and Interaction Group
- Autism Language Group
- PECS (stages 4) in nursery
- PECS at home with parent/carers supported by SaLT
- Daily Sensory and Physical Learning Opportunities
- TEACCH Table
- Small Structured Motivating Groups.
- Calm Zone respite
- Small group concrete learning experiences

Strategies:

- Target for experience daily
- Concentrated shared support from an adult.
- Visual Timetable of the experience to support Pupil A's understanding of what is expected in the activity.
- Use interest of vehicles to support engagement.
- Play partnering, following his lead, copying his ideas and adding new ideas based on his interests to encourage a back-and-forth between communication.
- Pupil A to be included in paired or small group activities that facilitate opportunities to initiate interactions with peers, e.g. handing out props for activity, collecting props from peers at the end, turn-taking or working together to complete a simple task (such as cutting a carrot for stew).
- Practitioners to ensure there are visual supports suited to the activity (e.g. ALS boards, core boards, visual timetable for activity)

Progress Feedback & Planning

Pupil A was observed expressing enjoyment and participation in a racing experience. This was supported by a familiar adult.

Source: End of Day Evaluation and Tapestry Journal (January 2023)

Pupil A appears to be developing a positive relationship with a new practitioner. He appeared engaged when books about trains was shared with him.

Source: End of Day Evaluation and Tapestry Journal (February 2023)

Pupil A expressed high levels of enjoyment, engagement and curiosity when taking part in the trip to London Airport trip. Visual timetables and familiar practitioners were part of the strategy to support his understanding. has been observed using PECS system with unfamiliar staff at cooking experiences.

Source: End of Day Evaluation and Tapestry Journal (March 2023)

Pupil A participated with ease when invited to the train role play. He appeared to be drawing on his experience from the trip, using language such as, "We're going on the Jubilee Line....We're going to the airport!" He followed the sequence of play with adult support and observing and following his peers' play

Source: End of Day Evaluation and Tapestry Journal (March 2023)

Pupil A independently approached a familiar adult, requesting to go on another train trip. He took the practitioner to the area where children get ready before a trip. He said, "We go Jubilee line?"

Source: End of Day Evaluation and Tapestry Journal (March 2023)

Pupil A was observed independently making marks related to trains.

Source: End of Day Evaluation and Tapestry Journal (March 2023)

Pupil A was observed participating in cooperative play with a small group of children. He needs some adult input and responded positively to the verbal modelling and prompts.

Source: End of Day Evaluation and Tapestry Journal (March 2023)

Impact:

Pupil A was able to demonstrate high levels of engagement up to half an hour in a wider range of experiences such as large cooperative role play, cooking and mark making. He also adapted to reduced 1:1 support and was able to accept and approach other staff to have his need met by using key phrases that he learn during concrete learning experiences.