**Provision for Special educational needs at Hirst Wood Nursery School, 2023-24**

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| **Intent** | **Implementation** | **Impact** |
| At Hirst Wood Nursery School our intention is that all children receive an individually personalised, high quality curriculum. We believe that all our children are intrinsically motivated and inquisitive learners.Through our thoughtful planning, teaching and provision we * Are attuned to early identify and support children with SEND to ensure that opportunities, levels of engagement and progress are maximised.
* Ensure that all children have access to a broad and balanced curriculum that is adapted to enable children to engage and succeed.
* Provide an accessible and stimulating learning environment that is personalised to the needs of all pupils
* Support and develop children’s independence and their ability to design their own curriculum
* Regularly monitor and reflect upon our provision
* Develop strong reciprocal relationships with parents & carers
* Provide a repertoire of high-quality professional learning opportunities through planned and purposeful training
* Work closely with external agencies and other professionals to ensure a collaborative, seamless approach to support our children and families
* Work with wider networks of professionals through our school to school support and the Inclusion Quality Mark cluster meetings
* Continue our journey of Inclusion to become an IQM Flagship School
* Continue to expand our offer by exploring creative solutions to complex issues
* Pride ourselves on our inclusive approach, empowering and enabling each child to succeed
 | All members of our team are integral to the success of our approach. Inclusive practice is a whole School commitment that means that we achieve our desire to facilitate a highly personalised developmentally appropriate curriculum for each and every child.All children at Hirst Wood Nursery School will * Be actively included in all aspects of our School
* Benefit from quality first teaching, adapted to meet their individual needs
* Be respected, valued and acknowledged as an important part of our School community

At Hirst Wood Nursery School, children with SEND may* Have specific 1 to 1 teaching support
* Have an Individual Education Plan that is updated termly and shared with parents, plus a Sensory Profile (if appropriate)
* Be part of our Woodlands Early Years Enhanced Specialist Provision
* Benefit from our bespoke Woodlands learning branches curriculum which is progressive and is responsive to individual interest and need.
* Implementation strategies include; Intensive Interaction, Sensology, sensory massage, lycra activities, object exploration and object permanence, and use of technologies such as floor projectors, switches and eye gaze.
* Each EYESP child has their own individualised ‘small step’ curriculum which is informed by their assessment against the developmental stage on the Learning Branches.
* Be able to make choices about where to spend their time in different areas of the School such as the Little Room, Sensory Room, Woodlands provision
* Be actively encouraged to make their own choices and build their own curriculum in the same way as their peers
 | As a result of our provision, children at Hirst Wood Nursery School will* Be an integral part of our School
* Feel safe, valued and respected
* Demonstrate confidence and independence
* Understand and acknowledge both similarities and difference, developing tolerance and respect
* Be able to make choices and communicate their needs / wants and ideas through their preferred method of communication
* Have access to a wide range of developmentally appropriately stimulating resources (including highly experienced and enthusiastic staff)
* Make outstanding progress from their starting points
* Be celebrated

Hirst Wood Nursery School is an Inclusion Quality Mark Centre of Excellence. We offer professional support to other settings and also undertake assessments on behalf of IQM for other settings to gain accreditations.We are extremely proud of our inclusive practice. We strive to build and maintain a network of positive relationships with children, parents & carers and other professionals to ensure that children are at the heart of all that we do.C:\Users\jayne\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\723F21C0.tmp |

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| **Profound and Multiple Learning Difficulties (PMLD)** | **Severe Learning Difficulties (SLD)** | **Moderate Learning Difficulties (MLD)** |
| A profound learning disability and additional health needs that require high levels of support. Sensory impairments may also be present. | Significant intellectual or cognitive impairment. Difficulties in mobility, co-ordination, communication, perception, and the acquisition of self-help skills may also be evident. | Much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts in other areas of learning. |
| **Autism Spectrum Conditions (ASC)** | **Speech, Language & Communication Needs (SLCN)** |
| A developmental disorder that affects communication and behaviour. May have difficulties with communication, interaction, and sensory processing. | Greater difficulty with one or several speech, language or communication skills. This could be challenges with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially. |

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| **Support and intervention strategies** |
| **Communication & interaction** | **Cognition & learning** | **Social, emotional & mental health** | **Sensory & physical disability** |
| * Elklan
* Augmentative and alternative communication methods
* Makaton signing
* Visuals
* Intensive interaction
* Picture Exchange Card Systems (PECS)
 | * Woodlands curriculum
* Small step approach
* Personalised pre-teaching experiences
 | * Zones of regulation
* Regulation spaces
* Access to outside at all times of the day
* Trauma & attachment informed
* Attuned and supportive adults
 | * Sensory profiles
* Sensory circuits
* Weighted blankets
* Sensory room
* Sensory based explorative play
* Accessible building
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**Training in 2023-24**

* Elklan Communication Friendly Setting award
* Trauma and attachment informed practice
* Positive handling & de-escalation
* Sensory circuits
* Early years restorative justice approach
* Fundamentals for Inclusion
* Making Sense of Autism
* Emotional Based School Avoidance
* SEND for Governors
* Good Practice for Autism
* Practical strategies for support for children in the early year with SEND
* Learning circle with Kerry Murphy – supporting neurodiversity, disability & SEND in the early years
* The Graduated Approach
* Sleep workshop

**Support for parents & carers**

* Woodlands Wednesday – monthly support group
* Named Governor for SEND who is knowledgeable, approachable and available at all Woodlands Wednesday sessions
* Woodlands Wednesday sessions include visitors from Local Authority SCIL (Social, communication, interaction & learning) team who facilitate specific topics
* Woodlands Wednesday sessions include visitors from charitable organisations such as BIDS (Bradford Inclusive Disability Service) who loan out specific resources
* Key worker system so that people have an allocated team member
* Referrals to other agencies such as Early Help
* Support with completing documentation such as Disability Living Allowance, School transport applications
* Advice and guidance through our open-door policy

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| **Overview of register for Special educational needs & disabilities** |
| Education Health & Care Plan8 | Early Years Enhanced Specialist Provision places9 | School support3 |