



Rachel McMillan Nursery School and Children's Centre

SEND INFORMATION REPORT 2016-2017 (Local Offer): Rachel McMillan Nursery School and Children's Centre

Type of school	Mainstream Local Authority Maintained
Maintained Nursery School with 2 year old entitlement provision	15 hour funded nursery places Additional hours available (according to Greenwich Admissions Criteria)

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This report should be looked at, together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

- 2) The school SEND Policy.
- 3) The school Behaviour Policy.
- 4) The school Admissions Policy
- 5) The school Equal Opportunities Policy
- 6) The school accessibility plan and policy.
- 7) The school early years pupil premium policy.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:		
School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning or their Special Educational Needs/Disability (SEND)?</p>	<p>Class teacher or Family Worker (Key Person)</p>	<p>The class teacher and Family Worker are responsible for:</p> <ul style="list-style-type: none"> • The well-being of your child • Settling your child in and getting them involved in all the activities on offer in the school • Keeping records of your child's learning and development and tracking their progress • Discussing with you any initial concerns you have about your child's development or progress • Sharing your concerns with the shelter team to discuss possible next steps of support • Working closely with the shelter team to implement strategies to ensure your child makes progress • Taking any concerns to the Special Educational Needs Co-ordinator (SENCo) if necessary

	<p>The Inclusion Leader (Rachel Hogarth-Smith) and Special Educational Needs Co-ordinator (SENCo)</p>	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to excellent teaching and that the curriculum and the learning environment are adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) in consultation with the SENCo. • Writing Personal Learning Plans (PLP), and sharing and reviewing these with mums, dads or carers once each term and planning for the next term. • Ensuring that all staff working with your child in school are supported to deliver the planned work for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed by all staff in their shelter, and for all the pupils they teach with any SEND. <p>The class teacher and Family Worker can be contacted either for a conversation when you see them each day or via the main school office on 020 8692 4041</p> <p>The Inclusion Leader and SENCo are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs and/or disabilities (SEND), developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
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	<p>SEND governor- Sarah McCarthy</p>	<p>responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> • She must make sure that the Governing Body is kept up to date about SEND provision and the development of SEND policy and provision. <p>The Headteacher is contacted via the main school office on 020 86924041 or via email on headteacher@rachelmcmillan.greenwich.sch.uk</p> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy and SEN Information report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Ensuring there is an up to date accessibility plan. • Meeting termly with the SENCo to discuss above issues concerning SEND. <p>The SEND Governor is contacted via Main School Office on 020 8692 4041.</p>
<p>Who are the other people who can provide services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Interactive Music Making Group • Social Communication Worker
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service. • Speech and Language Therapy Core Hours (provided by Health but paid for by the Local Authority). • CAMHS - Child and Adolescent Mental Health Service - 4 hours per term

	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> • Community Nursing Team • Sensory Service for children with visual or hearing needs. • Occupational Therapy. • Physiotherapy. • Music Therapy. • Professional training for school staff to deliver medical interventions
	<p>D. Voluntary and Charitable agencies</p>	<p>None.</p>

B. HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs following a 'plan, do, assess, review' cycle each term. (See SEND Policy)

Support may be provided by:

- Your child's shelter staff.
- Staff who will visit the school from the Local Authority central services e.g. ASD Outreach Team or Sensory Service.
- Specialist staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided.	What would this mean for your child?	Stage of the Code of Practice children will be at when receiving this input.
<p>What are the different types of support available for children with SEN and/or disabilities in this school?</p>	<p>1) Class teacher and nursery staff input via outstanding teaching which involves:</p> <ul style="list-style-type: none"> • Providing an excellent enabling environment • Individualised activities • Targeted support for children's individual needs and interests. 	<ul style="list-style-type: none"> • Ensuring that all staff are committed to providing high quality and inclusive early years education with the highest possible expectations for all children. • Ensuring that all teaching enables children to learn through first-hand experience and play and is based on building on and celebrating what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as choosing boards and visual timetables. • Putting in place specific strategies (which may be suggested by the SENCo) to enable your child to learn and make progress. 	<p><i>Stage of SEND Code of Practice: SEN support- Not for this type of support.</i></p>

	<p>1) Small group or 1:1 activities (intervention groups). These groups may be:</p> <ul style="list-style-type: none"> • Run in the classroom or in a quieter area (e.g. Shelter 3 or Community Room) • Run by a member of the nursery staff team who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress and discussed this with you. • S/he may plan group sessions for your child with targets to help your child to make more progress. • These groups will be run by one of the staff in the school after discussion about children's individual targets. • Some children at this stage may benefit from an episode of support from another agency e.g. SALT. This would be discussed with you first. 	<p>Stage of SEND Code of Practice: SEN support 1 - <i>Some of the children accessing small intervention groups will have been identified by the Family Worker and class teacher or you as needing some extra support in school, after putting strategies in place at class level.</i></p>
	<p>2) Small group or 1:1 activities (intervention groups) with specialist advice provided by outside agencies such as Speech and Language Therapy or Occupational Therapy This will be for children with specific barriers to learning</p>	<ul style="list-style-type: none"> • Your child will have been identified as needing more specialist support in addition to strategies listed above. This need might be identified by you, your child's Family Worker or the nursery SENCo. • You will be asked to meet with us to discuss your child's progress and help plan possible ways forward. • You might be asked to give your permission 	<p>Stage of SEND Code of Practice: SEN Support 2 - <i>which means your child, is identified by the class teacher/SENCo as needing some extra specialist support in nursery from</i></p>

	<p>that cannot be overcome through targeted support by the class teacher/Family Worker and intervention groups alone.</p>	<p>for the school to refer your child to specialist professionals e.g. a Speech and Language Therapist or Educational Psychologist. This will help the nursery and yourself understand your child's particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set more specific targets using their specialist expertise ○ A group run by nursery staff under the guidance of that professional e.g. a sensory circuit time ○ A block of group or individual work with that professional • The nursery may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p><i>professionals outside the school. This may be from:</i></p> <ul style="list-style-type: none"> • <i>Local Authority central services such as the ASD Outreach Team or Sensory Service</i> • <i>Other agencies such as the Speech and Language Therapy (SALT) Service.</i>
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	<p>3) Specified individual support for your child of more than 20 hours in school.</p> <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong and, as a guide, need more than 20 hours of support in school 	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a 'statutory assessment' of your child's need. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the Greenwich website: www.royalgreenwich.gov.uk • If this applies to your child we will have informed you and shared the process of applying with you, as you must be fully involved in the process. • Please see nursery leaflet 'Applying for an Education, Health and Care Plan Assessment' for a description of the different stages of this process. 	<p><i>Stage of SEND Code of Practice: Education Health and Care Plan (EHCP)-</i></p> <p><i>This means your child will have been identified as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the nursery.</i></p>
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Identifying and supporting your child's Special Educational Needs.

<p>How do we know how to support your child who has identified special needs before they start at Rachel McMillan?</p>	<p>We gather information about all children in a number of ways:</p> <ul style="list-style-type: none"> • Individual Admission Meeting. It is a good chance to tell us about your child and to ask any questions you might have. • 'Come and Play' visit sessions at the nursery before your child starts. • Team around the Child (TAC) meeting. If other professionals are already supporting your child, it may be helpful to have this meeting so we can all discuss your child's needs and ensure appropriate support is planned before your child starts. • Professional reports or information from your child's previous childcare/nursery or support services (if applicable) • Home Visits. Your child's new Family Worker (key person) will make a home visit before they start. This information, and our discussion with you, help us know whether we need to arrange specialist training for the nursery staff. • Based on our discussion, your child may be offered an extended settling in period, building up their time slowly to allow them to form relationships and feel safe and secure in the nursery.
<p>How can I let the school know I am concerned about my child's development or their needs once they have joined the nursery?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's development whilst they are at Rachel McMillan Nursery, you should speak to your child's Family Worker or class teacher. • One discussion or meeting might be enough to answer your concern or you might decide together that you want to meet more regularly to check that you are all happy with the development your child is making. • If you are still worried or unsure that your child is making progress you can speak to the Inclusion Lead or SENCo or Headteacher. • If you are still not happy you can ask to speak to the school SEN Governor.

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • Your child's teacher or Family Worker will arrange a meeting time with you if they have any concerns. It is always helpful to hear your point of view, as together we can share ideas about the best ways to support your child. Sometimes the SENCo will join in with these meetings: <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any possible referrals to outside professionals that can support your child's learning • In addition to this there are 'parent meetings' towards the end of every term where shelter staff will talk about your child's learning with you and you can ask questions.
<p>How do we make sure your child's voice is heard when we plan for their SEND needs?</p>	<ul style="list-style-type: none"> • We take the same child-centred approach when planning for your child's special needs that we take across the whole nursery. This includes knowing and observing each child's individual strengths, each child's own preferred activities or interest and the way they express their needs. • As part of the planning process, all children's interests (including children with SEND) are followed to ensure further development of their skills and learning in all areas. • At termly review or parent meetings, your child's views are included by a combination of directly asking your child, discussions with you and observations done by the staff who work with your child. This can be about your child's likes/dislikes, preferred activities, strengths and interests. • All children in nursery are encouraged to independently make choices and decisions as part of their daily play, using choice boards if appropriate. • Where appropriate children are asked to help make decisions with the staff e.g. which fruit to buy for a snack, which resources to have for the next day.
<p>How is any extra support allocated to children?</p>	<ul style="list-style-type: none"> • At present, part of the school's delegated budget is allocated to support children with SEND. We currently buy additional support from a Social Communication Worker and make a contribution towards funding additional staff in the nursery to increase our adult to child ratio.

	<ul style="list-style-type: none"> • The Leadership Team consult with the SENCo and staff in order to make decisions about allocating the resources needed e.g. specialist equipment, targeted staff training, and allocation of any additional nursery hours (if available). • For some children, additional funding can be requested from the Local Authority if it is determined at a review meeting that a child's needs would benefit from specific one to one support from an adult. This funding is only available for children with the highest and most complex needs. • We are also committed to funding training for staff by providing training to help them meet the needs of children with SEND. (See below)
<p>How are the staff in school helped to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The Inclusion Lead/SENCo's job is to support the class teacher and Family Workers in planning for children with SEND. • The school's ethos is to always look at what we could reasonably do differently or improve on, to fit to the particular needs of an individual child. • The school has regular whole school training about SEND such as ASC, Sensory Impairment and speech and language etc. • 'Children's meetings' are held every fortnight to share strategies, knowledge and experience to so that all staff have a consistent approach to working with all children. • Staff training is offered through individual courses or as whole staff professional development days. • For a record of staff training for the 2014-16 and 2016-17 academic years, please see section below

<p>How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)?</p>	<ul style="list-style-type: none"> • We have qualified Early Years Specialist staff in all teams across the school. They are very experienced staff and have expertise in how young children develop and learn. • Our adult to child ratios are above statutory requirements which enables us to be responsive to children's needs and provide small group or individualised support if needed. • Class teachers with their staff team, plan activities according to the specific needs of all groups of children in their class, and they will ensure that your child's needs are met. This may include adapting plans to support your child if necessary. • Specific resources and strategies can be used to support your child individually and in groups. • Planning and teaching can be adapted across the day, if needed, to meet your child's individual learning needs.
<p>How do we measure the progress of your child in school? And how will you know about this?</p>	<ul style="list-style-type: none"> • We have a rigorous observations-based assessment process for all children, which enables staff to monitor and review progress and development and identify any areas of difficulty. • Your child's development will be monitored by their class teacher and Family Worker using observations and progress, tracking against the Early Years Foundation Stage Curriculum • You can always look in your child's 'Profile' as this records their learning and/or ask the staff about your child's progress. • The termly parents meetings will also give you the opportunity to discuss your child's progress with staff and to ask questions. • The SEN graduated approach of 'Assess, plan, review, do' is built into our systems so that we can create a detailed picture of what your child needs in order to learn. Termly 'Review time' means that together we will discuss with you what impact planned support has had on your child's development. Together we will identify and agree the next learning priorities and update your child's Personalised Learning Plan as appropriate. • If your child has support from any outside agencies it may be appropriate to hold additional review

	<p>or 'TAC' meetings, giving you the opportunity to discuss your child's progress with all supporting staff and the chance for you to contribute to your child's Personalised Learning Plan.</p> <ul style="list-style-type: none"> • The SENCo or Inclusion Lead will attend review or TAC meetings for some children, as needed. • In addition to the above meetings, any child with an EHC Plan will have a formal review of this plan each year - 'The Annual Review'. • The SENCo and Leadership Team monitor and oversee that all children, and especially those with SEN, are making appropriate progress. Individual meetings can be requested by parents at any time to discuss their children's progress.
<p>How will we make arrangements to ensure that the social, emotional needs of your child are met in school?</p>	<p>The school supports children's social and emotional needs in the following ways:</p> <ul style="list-style-type: none"> • All families are invited to an individual 'Admission Meeting' before starting the nursery. This is a good chance to tell us about your child, which helps us start to get to know them. • All children are invited to a series of nursery visits with their mum, dad or carer before they start nursery. • All children are offered a home visit before they start at nursery. • All children will have a Family Worker who is their key person as they are settling in to nursery. • The nursery staff have had substantial training on Attachment Theory and recognise its importance when helping children settle in to a new place. • There is a detailed 'Settling Policy' that focuses on the individual needs of the child and the importance of building up confident and trusting relationships with new adults. • The 'Child's Voice' is central to our practise and is shown in all the children's records of learning with a clear system of Observations and Learning Stories to maximise this. • The school promotes an ethos of consulting with children where appropriate, which includes the use of open-ended questioning and involvement in decision making.

	<ul style="list-style-type: none"> • Children's Meetings are held fortnightly for the staff to discuss individual children's needs. • A broad, balanced and in-depth curriculum is planned for all children. • The nursery works closely with the Children's Centre Team to ensure families have access to the support they might need. • All staff use the Leuven scales of 'Well-being and Involvement' to observe and plan for children's social and emotional development.
<p>How is our school made accessible for children with SEND? (Please see the SEND Policy and Accessibility Plan and Policy for more information.)</p>	<ul style="list-style-type: none"> • The school has a rigorous commitment to ensuring that any barriers to physical access or learning are lessened or removed so that all children with SEND are able to not only attend the school, but make significant progress while they are here. • The school's ethos is to always look at what we could reasonably do differently or improve on, to fit to the particular needs of an individual child. <p>To make this school physically accessible to people with SEND:</p> <ul style="list-style-type: none"> • Each child's needs are assessed individually and adaptations made if possible i.e. lowering tables, providing steps in classrooms, providing a ramp to the small step at the nursery entrance. • Most of the school and garden is on one level and accessible to people with physical disability via ramps if necessary. • We would always take advice from the relevant service to adapt and improve the nursery environment in response to a particular need or disability. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has 2 accessible toilets.

<p>How does our school make special arrangements for looked after children (LAC) with SEND?</p>	<ul style="list-style-type: none"> • We follow the Greenwich Local Authority 'Guidelines for Admissions' and Looked after Children are prioritised as part of these admissions arrangements. • Current Local Authority Admission guidelines also mean that the Leadership Team are able to prioritise additional nursery hours for Looked After Children where there is space on roll to do this. • The nursery recognises it's duty and responsibility to give additional support to Looked After Children (especially those with SEN) in order to ensure these children have the same equality of opportunity in life as other groups.
<p>What support do we have for you as a parent of child with an SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's Family Worker and teacher regularly. We hope this will make sure that we are doing similar things to support your child both at home and school and that we can share what is working in both places. • The shelter staff team can introduce you to the Children's Centre staff if there is something in particular you want support with e.g. managing bedtimes, coping with challenging behaviour. • The SENCo, Inclusion Leader (or Headteacher) can meet with you to discuss your child's progress or any concerns you may have. • Sometimes it is possible to book time to speak to the school's Educational Psychologist or Family Therapist from CAMHS. Many parents find it helpful to talk about the things that are worrying them or have questions about their child's special needs. • You will have the opportunity to discuss information with any outside professionals working with your child and you will receive copies of any reports they produce. • We have a well-established approach to multi-professional support for children through our Team

Around the Child (TAC) meetings. Your participation in these meetings is highly valued and we welcome your involvement. If it is appropriate for your child to have a PLP (Personalised Learning Plans) it will be reviewed with your involvement each term.

- Mums, dads or carers will be introduced to appropriate supportive services if they wish i.e. Family Engagement Worker, 'Early Birds' Course (ASD outreach), Consultations with CAMHS and EP Services, courses on offer at the local Children's Centres, Greenwich Parent Voice etc.

In addition: If your child is undergoing statutory assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- When your child is moving to another school:
 - We will contact the new school's SENCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records and reports about your child are passed on as soon as possible.
 - In most cases, a transition meeting will be held with all mums, dads or carers and all professionals involved, including the new school's SENCo. This is to pass on information and discuss transition details.
 - If your child would be helped by a 'Transition photo book' to support them to understand moving on, then it will be made for them.
 - Where possible your child will visit their new school on several occasions.
 - In some cases relevant staff from the new school will visit your child in this school before they start.
 - In a few cases, the child's one to one support worker will visit your child in their next school to help settle them in.
 - Reception teachers from all receiving schools are invited to visit the nursery to share information on all children who are transitioning.

SCHOOL BASED DATA/INFORMATION: 2015/16

How many children did we have at our school with statements or EHC plans at the end of August 2016?	4		
How many children did we have at School Support 2 at the end of August 2016?	17		
How many children did we have at School Support 1 at the end of August 2016?	6		
What were the outcomes for children within our school with SEND for 2015/16?	Tracking Progress for children with SEND 2015-16 (Leavers)		
		Expectation scores	In year average points of progress.
	SEND	11.4 (developing 30-50m)	4.3
	Non-SEND	14.0 (developing 40-60m)	4.9
	FSP Results 2015-16 for children with SEND from Rachel McMillan Nursery School (July 15 Leavers)		
	Children who attended Rachel McMillan Nursery School	Greenwich Borough	National
50% achieved GLD	38%	23%	

<p>What were the outcomes for children within our school with SEND for 2016-17?</p>	<p style="text-align: center;">% of children with SEND meeting or exceeding age related expectations: Baseline: 0% Exit: (pending)</p> <p style="text-align: center;">% of children with SEND making typical or accelerated progress by April 2017 - 57%</p>
<p>What training did staff at our school have in SEND between 2014 - 2016?</p>	<ul style="list-style-type: none"> • There is a mixture of whole staff training and individual staff training that happens in the nursery that is linked to our School Development Plan and responsive to the children's needs. • The following is a list of SEND training that staff have received during the 2014- 16 academic years: <ul style="list-style-type: none"> ○ Introduction to SEND Reforms, including updates. (All staff) ○ Tic (Together in Communication) network meetings ○ Adult Child (VIG) Interaction Training - (Educational Psychologist) ○ EHC (Education, Health and Care) plan writing ○ Autism Awareness Training -All staff ○ PECs Training - All staff ○ Attention Autism training - All staff ○ Social Communication Group support. ○ SENCo Network Meetings ○ Nursery School SENCo Meetings
<p>What training did staff at our school have in SEND in the school year 2016 -2017?</p>	<ul style="list-style-type: none"> • There is a mixture of whole staff training and individual staff training that happens in the nursery that is linked to our School Development Plan and responsive to the children's needs. • The following is a list of SEND training that staff have received during the 2016/17 academic year:

	<ul style="list-style-type: none"> ○ Sensory circuits - Purpose and Benefit ○ Using Social Stories ○ Attention Autism ○ Working with children with ASD ○ Visual Impairment Awareness ○ Nursery School SENCo Meetings. ○ SENCo Network Meetings ○ SENCo qualification award (SENCo currently participating)
<p>What was in the Headteacher's report to the Governors about SEND in 2015/16?</p>	<p><u>ASD support:</u></p> <p>E.F (Social Communication Worker) will continue to work with us next year. We have had several children on the ASD spectrum or awaiting a diagnosis, her advice and support has been invaluable and has really benefitted the staff and the children.</p> <p>As part of her support, E. has set up a 'Sensory Circuit' used daily by some children. She has trained staff on how to support individual children using this. She is planning to extend staff knowledge about specific strategies further by introducing 'Lego Therapy' and 'Talking Mats. Staff feel much more confident about the range of strategies to be used with children with ASD.</p> <p><u>Speech and Language Therapy:</u></p> <p>We have used part of our Children's Centre SALT allocation to give support to families. This has been most successful in the context of 'Shelter Stay and Play' sessions. Many families attend these. Our Speech Therapist P.C, planned to attend the Stay and Play session of each shelter so that she could introduce herself to mums, dads and carers and be available to answer any of their questions. These</p>

	<p>have successfully meant mums, dads and carers are aware of the SALT services in Greenwich, understood how the nursery works with this service and understood how to refer in to the service. A number of mums and dads had immediate questions concerning their child answered through the Stay and Play sessions.</p> <p>Nursery staff have also been able to ask P.C questions if they needed clarification on how to support individual children.</p> <p><u>Interactive Music Group:</u></p> <p>G.D an EYP is a trained interactive music maker. She runs sessions on a Monday for groups of children. These groups include children who benefit from individual time or small group time and the listening and attention and turn-taking skills that G. develops with them. There is a noticeable development in the children's skills and attention abilities as a result of these targeted sessions.</p> <p><u>Other Services:</u></p> <p>We continue to be responsive to the individual needs of children, seeking support from specialist services as necessary. As a result we have engaged in collaborative work both with the Health Visitor Team, Community Paediatrics and Greenwich Sensory Service.</p>
<p>Have there been any other important changes in SEND over the year 2015/16?</p>	<p>We have been able to access funding from the high needs budget through the Early Help/ Early Learning and Well-being team, to fund specific 1 to 1 support for children with the most complex needs. We have applied, or will be applying for an EHCP needs assessment for all these children. Eleanor Church was appointed at the end of the year to share SENCo responsibility with Rachel Hogarth-Smith for 2 days a week.</p>

GLOSSARY OF TERMS

SEND Code of Practice	The legal document that sets out the requirements for SEND
SEND	Special Educational Needs and/or Disabilities
SEN	Special Educational Needs
PLP	Personal Learning Plan
EHC plan	Education, Health, Care Plan
Profile	Document prepared in consultation with mums, dads or carers and all adults involved, outlining your child's strengths, needs and future aspirations to apply for EHC Plan (see above).
TAC	Team around the Child meeting
SENCO	Special Educational Needs Co-ordinator
SALT	Speech and Language Therapist
SCW	Social Communication Worker
EP	Educational Psychologist
CAMHS	Child and Adolescent Mental Health Service
JCC	Joint Communication Clinic
ASD	Autistic Spectrum Disorder
OT	Occupational Therapy
Physio	Physiotherapy

Review date: May 2018