

## SEND Information Report

Provider Name	Lemongrove Nursery
EY Number	EY384587
Address	2, Hook Farm Road Bromley BR2 9SX
Email	lemongrovenursery@gmail.com
Telephone	02084665597
Name of SENCO	Bibi Golam
Confirmation that parents and other people working with the setting have been involved with the writing of this document	
NO (parental involvement in progress)	
<b>1 How will the setting help my child to settle in?</b>	
<p>On joining Lemongrove Nursery, parents and children are invited to attend settling in sessions, scaffold generally over three visits of varying lengths. The nursery upholds the best interest of the child and caters for the child's needs by organising more settling in sessions, if required.</p> <p>During the first visit (1 hour), parents are invited to stay and share their knowledge of the child's needs, likes, dislikes and routine. Vital information is logged and shared with relevant staff. The SENCO is informed of any concerns straightaway and will ensure that an initial assessment is completed. If needed, more meetings will be organised for the sharing of sensitive but vital information. At this point all staff involved will be briefed as to any special requirements and, if required, necessary provisions will be put into place to support and facilitate the settling in process.</p> <p>Each child is generally assigned a key person, who will have, from then onwards, the responsibility to establish a privileged rapport with both the child and the parents. At this point, we encourage parents to bring the child's favourite toy or comforter to support the settling in process. Staff will be trained or advised as to any special equipment involved in caring for the child. Parents and children are also encouraged to familiarise themselves with the staff in the room.</p> <p>As the child becomes more comfortable, parents are encouraged to leave their child to play during the second visit (1 hour), while all relevant paperwork is completed.</p> <p>On the third visit (2 hours), if both parties are confident, the child can be left in the care of the nursery.</p> <p>Staff will always provide feedback to parents and support children's settling ins by accommodating individual needs.</p>	

## 2 What is the setting's approach to supporting different children's needs and how will that help my child?

Lemongrove Nursery aims to meet the individual needs of each child and promote their welfare. We recognise that each child is unique and develops in variety of ways and will thus provide activities and play opportunities that will help each child's emotional, physical, social and intellectual abilities. In the long term, the setting thus ensures that all children are making progress towards achieving the Early Learning Goals.

Lemongrove Nursery encourages children to be confident and independent, happy and self-motivated learners. We focus on supporting the development of their self-esteem and learning through play.

The play-based approach makes learning fun.

A careful planning, review and monitoring system enables the setting to ensure progress is maintained.

Once the initial assessment is completed during the settling in sessions, the key person sets the next targets and organises differentiated learning opportunities according to the child's needs.

If a child has already been identified as having Special Educational Needs (SEN), parents are invited to attend a preliminary meeting to set targets through the IEP.

If a child is identified by the settings staff as requiring additional help, then the SENCO will be involved and after three to four weeks of careful observation and assessment, parents will be called in to discuss concerns. Eventually, Individual Educational Plans (IEPs) and SEN Support Plans will be put into place when required.

When required the following will be put into place:

- Special sessions, through individual focus time slots will be organised to run planned activities
- Special equipment will be purchased to support the needs and learning
- The SENCO will provide advice and support to facilitate the running of activities planned to reach set targets
- IEPs are reviewed on a monthly basis, in consultation with carers
- Additional staff will be provided to support the team whenever needed in the room
- Staff will be trained to provide the support required in special cases
- Specialist advice will be sought from the other professionals eg speech and language therapist, medical professional, educational psychologist
- Parents will be informed of next steps and targets everyday
- Learning materials are adapted to the ability and needs of the child (differentiation)

All children benefit from outdoor and indoor play structured around all the seven Areas of Learning, in line with the EYFS.

Planning is centred around the individual needs of children and observations are logged on a daily basis on our i-connect system (our online daily observation software).

Any concerns are promptly shared with parents and the Management Team. The SENCO is involved.

## 3 Who can I contact for further information within the setting?

The Manager: Chanel Crouchman

The Deputy Manager: Gizem Karaoglan

## 4 How accessible are the setting's indoor and outdoor environments?

The setting is wheelchair users friendly.

## 5 What specialist services and expertise are available at or accessed by the setting?

- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Advice from the Special
- Specific differentiation or modification of resources.
- Support with introduction of new vocabulary e.g. for a new topic.
- Mind maps for pre-learning of concept and topic words
- Range of visual support
- Makaton
- Peck cards
- A SEND kit
- Fidget toys

## 6 How does the setting know if children need extra help?

Progress is monitored in a systemic way through daily observation, discussion among staff and assessing the observation to the development stage strands in the Development Matters document. An initial assessment ensures that any concerns are picked up from the onset. Furthermore, we have twelve weeks reviews which allow a careful monitoring of progress. This is completed by the key person and additionally monitored by the Room Leaders. Any concerns flagged are promptly reported to the SENCO.

Lemongrove Nursery follows a graduated support approach which is called "Assess, Plan, Do, Review" (APDR).

This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a Short Note/SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process and will be invited to monthly meetings to review and write outcomes. A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder – ADHD (Attention Deficit Hyperactivity))
- Downs Syndrome
- Cerebral Palsy
- Other Physical or Medical Needs

There are now four broad areas of SEND, these are:

#### Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

### 7 How will I be involved in my child's learning and overall wellbeing?

Parents receive daily feedback on the online system as well as verbally. Our friendly staff always ensure that vital details are shared in confidence. Parents are also involved at each step in the write up of Support Plans and IEPs. They are informed of progress and change monthly. In case other professionals are involved, parents are informed and information's shared.

### 8 What training and experience have staff had in supporting children with SEND?

- Gizem and Bibi- Deaf Awareness Training
- Chanel has past experience as a SIPS worker
- All Staff are trained at Level 2 and higher. Qualifications have modules that cover SEND
- Staff are currently training for qualifications that again cover basic SEND information
- Ongoing training for all staff to issue update information is shared and put in practice-NASEN SEND training
- On the job training with children in our immediate care with the support of SENCO and outside professionals
- Behaviour Management Training.
- One staff has a degree in Psychology and has extensive knowledge of dealing with children and adolescents with ASD.

### 9 How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

Parents are informed one month prior to any room changes within the setting and children benefit from as many settling ins as required. All information is exchanged between the old and the new key person. Updated Support Plans and IEPs are provided.

If a child attends a different setting, the sharing of information is completed on a termly basis.

Prior to children moving on to primary schools, transition reports are completed and sent to the SENCO of the new setting, along with all relevant paperwork, including IEPs, letters from professionals and assessments. If required, the key person can accompany the child on visits to the new primary school.

A special visual transition pack can be compiled to help transitions. Often further information is exchanged between the setting's and the primary school's SENCOs.

Feedback from parents and carers:

1. Parents responded positively to the first SEND Information Report and said that they found it useful. They also expressed their interest in reviewing the document in due time.
2. All parents confirmed their understanding of what the definition of SEND is but some requested further information.
3. Parents, who have been involved with SEND support, expressed their gratitude with the help and information provided to their children.
4. Parents also commented on the clarity of the SEND Information Report and the provision provided by the setting.

Provider Response to feedback:

The SEND Information Report and the SEND Policy will be available on the Lemongrove Nursery website.  
Parents will be involved in reviews in due course.

Date published : December 2017

Date of next review: December 2018

**Bromley Local Offer:** a source of information and advice to help support children and young people with disabilities or learning needs and their families <https://bromley.mylifeportal.co.uk/localoffer/>