

SEN Provision Specifications

Ronald Tree Nursery School

Laburnum Crescent, Kettering, NN16 9PH

Type of Provision

The nursery school caters for all children, including those who are hearing impaired. Children who are hearing impaired may have an Education Health Care Plan (EHCP), but this is not always the case. The nursery school offers inclusive provision. The nursery may cater for a total of five hearing impaired children.



Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

Characteristics of the School

We are a Northamptonshire County Council Local Education Authority Nursery, providing education for 3 and 4 year olds in the neighbourhood; free for the 15 hour entitlement. Priority is given to those living in the catchment area. The majority of children attend from the September after their third birthday for one year before continuing the foundation stage of their education in the reception year at local primary schools. We have approximately 100 children on role, most attending for either mornings or afternoons.

Description of the Provision

Ronald Tree Nursery School has offered specialist provision for children with a hearing impairment for over fifteen years and our staff have a wealth of experience in helping these children to reach their full potential; hearing impaired children are fully integrated with the other children in the nursery and have access to the same opportunities whilst being supported by specialist staff and other professionals to meet their individual needs. Some rooms are acoustically treated to minimise background noise for the hearing impaired. A specialist member of staff (trained to British Sign Language stage 2) works closely with the children, and there are visits from the Teacher of the Deaf and audiologist. The nursery school offers pupils an appropriate curriculum based upon the Early Years Foundation Stage.



Children who are hearing impaired have access to the same curriculum as their peers, and receive specialist teaching for some part of each day. The individual needs and learning styles of children will determine the methodologies used. This may include 1:1 and small group learning, integrated individual programmes of work as suggested by therapists and other professionals, signing and teaching in small steps. They will be part of a keyworker group ("class"). The keyworker co-ordinates their pastoral and curricular needs and will liaise with the Early Years assistant for hearing impaired children to monitor and review progress.

The nursery is committed to offer full access, with appropriate support, to the main EYFS curriculum. Management structures are across the whole nursery school.

Arrangements for Including Students in Mainstream

All children have access to a broad balanced and relevant curriculum, and have access to the same activities as their peers.

The nursery school offers:

- A Statement/ EHCP Provision sheet for each student.

- Staff within the nursery working with on joint curriculum initiatives and team teaching, where appropriate.
- Ensuring that all students are involved in the general life of the school.

Review arrangements

Role of School:

Review arrangements for pupils with EHC plans and for pupils with statements of SEN are set out in the relevant SEN Codes of Practice. The school will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan and statement of SEN in accordance with the relevant SEN Codes of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Monitoring and Evaluation

For students:

- In addition to school internal assessments, review and monitoring, each student has a statutory review of their statement/EHCP. This offers a formal setting for the discussion and review of the progress and provision of the Statement of Special Educational Need.
- Students have a Statement/EHCP provision sheet detailing objectives and intended outcomes which are reviewed three times a year.
- Individual learning programmes are written to ensure Quality First interventions and are reviewed on a needs basis.
- Care Plans and Behaviour Plans are written and reviewed on a needs basis.

For the provision:

- The school/unit is included within the Local Authority's monitoring cycle undertaken by the Local Authority. A report is written and the school incorporates recommendations within the whole school development plan
- The school/unit is inspected as part of the whole school OFSTED inspection

Transition Arrangements

Students have a Statement/EHCP provision sheet detailing objectives and intended outcomes which are reviewed three times a year. Should a student make significant levels of progress and it is felt by all professionals and parents that the Statement/EHCP is no longer required then the school/unit will review whether the individual's needs can be addressed within a mainstream provision. Where the plan is maintained, parents will have the choice of where to send their child for their primary school place. Receiving schools will be invited to a transition meeting and appropriate arrangements made according to the needs of the child in order to smooth the transition.

Future Development of the Provision

The nursery will meet the needs of all students. It will have specialist facilities (acoustically appropriate rooms, trained staff) and planning has involved careful consideration to ensure smooth transition and meet the needs of the students throughout the school.

Staffing Details

The nursery staff team is led by the head teacher, supported by a qualified teacher and Early Years practitioners, who are known collectively as Key Workers. Early Years assistants complete the team providing additional general and special needs support. One of the Early Years assistants has particular responsibility for hearing impaired children; she is qualified to stage 2 in sign language and has received training in working with hearing impaired children.

All the staff employed in the nursery are qualified to a minimum of NVQ Level 3 and receive regular training and updates. All staff have CRB/DBS enhanced clearance. As part of the Northamptonshire Nursery Schools Partnership we also offer training and support to others in the Early Years profession.

For more information, please visit the Ronald Tree Nursery website:

<http://www.ronaldtreenursery.co.uk>