

Rowland Hill Nursery School and Children's Centre
HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES
<p>Our Vision and how we hope to achieve it Rowland Hill is an inclusive, supportive children's centre in which all children and their families can make positive relationships, learn together, grow in confidence & self-respect and be happy. At Rowland Hill we want every child: to be motivated about new skills, ideas, and exploring, to achieve their full potential and to become lifelong learners.</p>
<p>Type of school/college we are: Rowland Hill is a Nursery school and Children's Centre Nurturing, happy, safe environment operating crèche care, under threes, nursery school and children centre.</p> <p>The Nursery School opened in 1942 and offers early education to children aged two years and three years old. We meet the needs of each child through providing a rich, diverse curriculum and learning environment. We provide a secure, warm and happy learning environment which supports all children and their families. We value all children. We believe that each child is unique. We offer a stimulating environment that is based on secure educational principles; we encourage each child to achieve their full potential.</p> <p>3 classes with 26 children in each class in the nursery 3-4year olds</p>
<p>Our Ofsted rating In Our last Ofsted Inspection, Rowland Hill Nursery school was RI. The HMI reports good progress.</p>
<p>How we know if a child/young person has special educational needs</p> <ul style="list-style-type: none">• We admit children through the IASP panel - (Integrated Additional Services Panel)• We have home visits to identify early• We operate the key Person approach• We monitor children closely in the first term• Key person/Teacher inform SENCo - (Special Educational Needs Coordinator)• Senco to refer onto appropriate professional

What we do to help children/young people with special educational needs

Rowland Hill supports children in a variety of ways

- We hold TAC- (Team around the Child) meetings before children start to
- We use IEPs to support individual targets
- We have Sen -TAs to support children referred through the IASP panel
- We have interventions such as Listening & Language groups.
- We use visual timetables
- We work closely with outside agencies OT, Physiotherapist, Speech and Language
- We use specialist equipment when needed

How we decide what resources we can give to a child/young person with special educational needs

Haringey gives the school special needs funding which is used to provide support staff and resources

How we check that a child/ young person is making progress and how we keep parents informed

- We hold regular IEP meetings
- Key person approach
- TAC meetings
- Termly Tracking

Support we offer for children's / young people's health and general wellbeing.

All children are greeted and said goodbye too individually by name in their given group areas. All staff welcomes all children enthusiastically. All staff work hard at keeping the environment tidy, bright and attractive for children and parents/carers.

We work hard to value and respect the cultural backgrounds of the children and by home visiting children before they begin To know how to set clear boundaries and apply them consistently. At Rowland Hill we aim:

- All adults to know how to listen to children and other adults
- To make the school warm, inviting and welcoming
- To understand children's behaviour
- To give children positive choices and to help them understand the consequences of these.
- To use clear and specific language and to acknowledge and praise children's achievements
- To communicate young children's emotional development to parents/carers and staff
- Staff to behave in a professional manner with children and adults at all times, when dealing with behaviour issues
- Give children opportunities to play on their own and in groups
- Discuss and listen to any issues that parent/carers may have concerning behaviour

Specialist external services we use when we think extra help is needed

At times when children need extra input from other services we work with and refer to

- **Speech and Language Therapy**
- **Occupational Therapy**
- **Camhs**

<ul style="list-style-type: none"> • Hearing impaired service • Visually impaired service • Social services • Children services • We always communicate with parents if we think additional support is required and before we contact other specialists
<p>The training our staff has had or are getting.</p> <p>The centre is closed for 6 core days- are used to support planning the curriculum 5 staff training days-</p> <p>The staff receive ongoing training in a variety of areas from emotional development to Makaton Specific requests for training are ongoing throughout the year. Performance Management is also carried out.</p>
<p>How we prepare for children / young people joining our school and leaving our school</p> <ul style="list-style-type: none"> • We support Transition into Reception class with a series of visits from Sencos • We encourage visits to the new schools • We hold transition meetings • We run topics related to the transition.
<p>How parents are involved in school life</p> <ul style="list-style-type: none"> • Welcome Workshops before children start nursery • At monthly Parent Forum meetings parents suggest topics and issues they would like to discuss, plan events • SEN Support group for parents with children with Special Educational Needs • Parents are informed and signposted to appropriate courses, training • Information and advice provided to support the learning and development needs of individual children • Links formed with local organisations such as Markfield, who are invited to parent support group meetings Parents are given individual support where required • Weekly parent workshops organised on a range of topics including healthy eating, oral health, sleep talk, routines and boundaries, potty training, Early Years Foundation Stage, Managing behaviour • Parents join in on local outings • Six week Chatter Matters course offers understanding of language development of children 0-4 • Parents invited to share skills with nursery
<p>Who to contact for more information or to discuss a concern</p> <ul style="list-style-type: none"> • Your child's Key worker/Class teacher • The Special Educational Needs Coordinator, Barbara K • A senior member of staff, Nisha Lingham, Julie Vaggers, Veena Sharma • Parent/Carers Governor-
<ul style="list-style-type: none"> • Glossary : • TAC-Team around the Child)- • SEN TA- special educational needs Teaching Assistant • IASP panel- Integrated Additional Services Panel • SENCo- Special Educational Needs Coordinator • IEP-Individual Educational Plan • Camhs – Child and Adolescent Mental Health Service

Haringey : Schools Local Offer

Haringey Local Offer: Children with Special Educational Needs and Disabilities - Local Offer
www.haringey.gov.uk/send