



National Teaching School
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Ludwick Nursery Special Educational Needs and Disabilities (SEND) Information report

Reviewed September 2021

*Children are like tiny flowers; they are varied and need care, but each is beautiful alone and glorious when seen in a community of peers."
Friedrich Froebel*

At Ludwick Nursery School we believe that every child deserves an outstanding early years education regardless of starting points or individual barriers they may have. We see every child as a unique individual with endless potential and we are committed to support and nurture each and every child to achieve their very best. We offer a personalised approach to learning, starting with each child's strengths and interests and believe that by working closely with parents/carers, we can collectively provide the best possible support and outcomes.

Our SEND Information Report has been written with guidance from the SEND Code of Practice (September 2014) and should be read in conjunction with our SEND policy, which can also be found on our school website. This SEND Information Report has been written collaboratively with staff, governors and parents to form part of the Hertfordshire Local Offer and provides information about the help, support and services which are available to meet the needs of pupils at Ludwick Nursery School with Special Educational Needs and Disabilities (SEND) and to their families.



Who is the SENDCo (Special Educational Needs and Disabilities Co-Ordinator) at Ludwick Nursery School?

Throughout this information report it refers to the role of Special Educational Needs and Disabilities Co-ordinator (SENDCo). Claire Turner is our SENDCo.

This information report answers frequently asked questions you may have relating to what we offer children in our school who have a Special Educational Need (SEND). Please do contact us directly if you have any further questions or would like to know more.

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1. How does Ludwick Nursery know if children need extra help and what should I do if I think my child may have special educational needs?

All children

- Will receive a visit to meet their key worker (due to Covid these visits take place in the Nursery garden).
- Are given a Key Person.
- Are treated as unique individuals who are on their own personal learning journey.
- Receive high quality interactions with adults which enable the staff to gain a very deep insight into what and how they play and learn.
- Have a learning journal which records the progress they are making.
- Receive a regular spotlight summary which shares the deep insights staff have made through their observations and interactions. As well as explaining what and how a child learns and plays, this spotlight summary will also give an insight into a child's well-being and involvement.
- Have their progress monitored both by their Key worker and by the Leadership Team.
- Receive suitable and meaningful next steps.
- Receive reasonable adjustments and high quality inclusive teaching.

Some children

- May require additional assessment to help identify gaps in learning and development. Staff have a number of assessment tools to use, including Individual Assessment of Early Learning and Development (IAELD), WellComm (Speech and Language) and the Boxall Profile (Social, Emotional and Mental Health).
- Have access to additional professionals who can help to identify and support individual needs. These include Health Visitors and Speech and language Therapists.

A few children

- May be referred to Herts Integrated Services for Learning (ISL) - this includes the Early Years SEND Team, Communication and Autism Team, Educational Psychologists and the Sensory/Physical Needs Team.

If you have any concerns around your child's development / progress before they start or during their time at Ludwick (including in our Tree Tops group) please do speak with us.

2. How will Ludwick staff support my child?

The SEND Code of Practice (2015) explains that a "graduated approach with 4 stages of action: Assess, Plan, Do, Review" is the best way to work with parents to meet a child's needs.

We support children's needs through this graduated approach. We constantly use an Assess-Plan-Do-Review Cycle to ensure all children are making good progress.

All children

- Receive a high quality inclusive teaching.
- Are supported by a highly experienced staff who are Early Years Trained.
- Have a Key Worker with whom they will develop a close connection to and who will be able to ensure individual needs are met through reasonable adjustments.
- Have access to a calm area.
- Receive encouragement and support through a Communication Friendly Environment where the use and understanding of language is supported with visuals and the use of Makaton.
- Receive a nurturing environment where all staff adopt a therapeutic approach to behaviour.
- Receive an engaging and relevant curriculum with a strong focus on regular enriching activities and opportunities, including cooking, yoga and Forest School.

Some children

- May have an Individual 'Pupil Passport' and 'Learning Support Plan` where staff and parents/carers work in partnership to set and review targets and share ideas of how to effectively support your child at Nursery and at home.
- May need a different approach to learning, including targeted support and interventions.
- May be signposted to the Children's Centre for support or to a Virtual Assessment with the Speech and Language Therapy Service.

A few children

- Will be referred to Herts Integrated Services for Learning (ISL) which includes the Communication Autism team, Early Years SEND Team, Speech & Language Therapists & Educational Psychologist.
- Will require an adult to work intensively with them during the session
- Will receive `Local Higher Needs Funding'
- Will have access to a Nurture group twice weekly where individual needs will be met using the Boxall Profile.
- The setting shares relevant information in a confidential manner..

- May benefit from an Education, Health and Care Assessment and if so an application will be made in partnership with parents/carers.
<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

3. How will I know how my child is doing?

All children

- Have a learning journal that demonstrates the progress they have made which is shared with you on a regular basis.
- Have their progress carefully `tracked` and their progress will be shared with you at least termly.
- Receive a regular Spotlight Summary.
- Informal information may be shared during daily contact with your child's Key Worker.
- Progress is shared with parents during regular parents' evenings and relevant next steps are shared.
- Opportunities to invite Parents/Carers into the setting will be offered to share their learning through displays, learning stories and interactions with your child in the setting.
- All 2-year olds in the setting receive a 2-year development report.

Some children

- May have a communication book for effective communication between home/school
- Have regular review meetings to discuss progress and review targets in their `Individual Learning Plan` .
- Children's families may have regular Early Support Team Around the Family meetings.

A few children

- Will have visits and reports from outside professionals who are working with your child.
- Have an EHCP Annual Review.

4. How will the learning and development provision be matched to my child's needs?

All children

- Have dedicated, experienced staff who are able to effectively support their development through an engaging, enriching and playful curriculum.
- Work in an organised, inclusive environment that promotes independence, curiosity and problem solving.
- Follow routines and take part in Family Group and Small group activities that are effectively differentiated to match needs.
- Follow a visual timetable.
- Have access to high quality, stimulating resources both in the indoors and outdoors provision.
- Are taught basic Makaton signing.

Some children

- May have a 'Pupil Passport' and `Learning Plan` with regular meetings to discuss progress and next steps.
- May be included on the SEND register if they are receiving provision that is above or different to the majority of children.
- Have individual visual timetables and `now/next` boards.
- Have more flexibility within the routine.
- May have additional small group sessions or individual work e.g. speech and language.
- Are included on the Provision Map, which is updated termly.
- Have specific resources to match their interest and learning style.

A few children

- Will be working with outside professionals and have intensive support throughout the session.
- The SENDCo will be working closely with Key Workers to ensure they are receiving a personalised curriculum that is matched to their needs but continues to be broad and balanced.
- Will have specific strategies/resources provided or recommended by outside agencies.
- The SENDCo will seek additional training for staff to meet specific needs, where needed.
- May have an EHCP where provision is detailed and followed by staff.

5. What support will there be for my child's overall wellbeing?

All children

- Have a Key Worker who will develop a strong relationship helping the child to feel safe and secure.
- Be a part of a colour group with whom they experience shared learning experiences with.
- Access a daily 'family group time' (up to two colour groups) with a strong focus on personal, social and emotional development and helps to create a strong sense of belonging.
- Have their well-being and involvement regularly monitored.
- Have access to a nurturing environment where all staff adopt a therapeutic approach to behaviour. Staff understand that behaviour is a form of communication.
- A curriculum with a strong emphasis on Personal, Social and Emotional development. Emotional literacy is promoted and children are encouraged to recognise emotions in themselves and others and to learn labels for these feelings. Visual feeling boards are available in all rooms and promoted and modelled by staff.
- Are encouraged to self-regulate through adult modelling and co-regulation. Each class has a calm space with calming resources available.
- Ludwick adopts a therapeutic approach to behaviour and we model and promote
- We have staff who have received specialist nurture training. These staff are deployed as needed to offer interventions and personalised support.
- We are able to also refer your child to the local Family Centre and/or the Health Visiting team who can provide additional support at home.

Some children

- Have their needs assessed using the Boxall Profile.
<https://www.nurtureuk.org/introducing-nurture/boxallprofile>
- Attend a nurture group (at least twice per week).
- Have personal Health Care Plans, these detail the need, how staff will recognise any relevant symptoms, manage medication and provide personal care.
- May need 'quiet time' and an opportunity to have a nap in the afternoon
- Require personal care such as Nappy Changing.

A few children

- Have intensive adult support, strategies and adaptations to their daily routines
- Are supported by external professionals.

We understand that every child may benefit from enhanced support and nurture from time to time. We encourage you to let us know if this is the case for your child, for whatever reason (e.g. if a family pet is poorly).

6. What specialist services and expertise are available at or accessed by Ludwick Nursery?

All children

- Are taught by staff who hold appropriate Early Years qualifications and have experience working with young children.
- Work with staff who use simple signing ` Makaton `.
- Have access to the class teacher who is trained to support children with emotional difficulties.
- Have access to The SENCo.
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Some children

- Have specialist services involved with them who may come to observe your child in the setting , e.g. speech and language.
- Have Team Around the Family meetings (TAF) to engage a number of professionals.

A few children

- Have visits from Herts Integrated Services for Learning (ISL) The team will support practitioners to meet individual needs by observing children within the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents.
- Are ` Children Looked After ` and have a social worker and an Individual ` Personalised Education Plan ` (PEP).
- Are on the ` Child Protection Register ` and have a social worker and a team to support their needs.
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We share our site with a private day nursery, Squirrels, and work closely to ensure continuity with the children that attend both settings. If a child has a Pupil Passport/SEND Support Plan in place, with your permission, we share this with Squirrels to promote consistency in how we can together support your child's needs.

Agencies we work with include (but are not exclusive to):

- Health Visitors and Community Nursery Nurses
- Early Years Advisory Service
- Communication and Autism Advisory service
- Speech and Language Therapy Team

- Child Development Centre (CDC)
- Physiotherapy
- Occupational therapy
- Educational Psychologists
- SEND officers
- School Health team
- Children's Services
- Integrated Services for Learning
- Physical and Sensory Impairment Team

We are supported through DSPL (Delivering Specialist Provision Locally). DP5L5 support schools in Welwyn and Hatfield and provide useful information for families:

<https://www.dspl5.co.uk/topic/information-for-families>

7. What training and/or experience does the staff, supporting children with special educational needs and disabilities, have?

All children

- Will be taught by professionals with a variety of Early Years qualifications which include modules and training in SEN.
- Will be supported by staff who attend regular training through continued professional development (CPD), the appraisal and supervision process and INSET days.
- are supported by staff who have access to Claire Turner, who is an experienced SENDCo. Claire is a qualified teacher and she has worked in both special schools and mainstream settings within Hertfordshire in various roles as a teacher, SENDCo and Outreach Teacher. Claire holds the National SENDCo Award for SEND Coordination (Post Graduate Cert).
- Will benefit from staff attending termly SEND briefings and up to date SEN training.

Some children

- Will benefit from targeted support in order to learn and develop and will take part in additional intervention programmes with trained staff to support. These could include; Attention Autism, WellComm, Intensive interaction and Nurture.
- Will benefit from staff training in the use of assessments and screening tools to help provide a deeper insight into potential needs. These include WellComm, Boxall and the Individual Assessment of Early Learning and Development (IAELD).

- Will be supported through effective LSA support under the direction of Teaching Team Leads/SENCO.

A few children

- Will need staff to undergo more specific training, this is organised as needed with support from the Community Nursing team or Advisory teaching team e.g. complex medical needs, tube feeding, oral suction, visual or hearing needs etc.
- Will need support through a highly personalised curriculum supported and monitored by Teaching Team Leads/SENCo/External Professionals.

8. How will Ludwick help me to support my child's learning and development?

All parents/carers

- Will be offered formal and informal opportunities to speak to key staff about their child's progress.
- Will receive weekly home/school learning challenges to undertake with their child.
- Will be supported with home learning through individual discussions, spotlight summaries and parent consultations.
- Identified next steps will have suggestions for parents to work on at home.
- Are supported by additional ideas for home learning on the school website. www.ludwick.herts.sch.uk
- Receive regular newsletters and a calendar of events for the Nursery.
- Workshops for parents/carers are offered throughout the year and these cover all aspects of your child's learning and development.

Some parents/carers

- Will have more regular meetings with staff to discuss children's progress.
- May have strategies to practice at home from outside agencies e.g. speech and language therapist.
- Will be aware of interventions that are supporting their child and what these involve.
- Will be involved in setting and reviewing targets for Learning Plans.
- Will be invited to join parent training courses on specific needs e.g. self-regulation, ASD, developing early communication etc.
- We will hold regular informal coffee mornings for parents of children with additional needs. These sessions aim to empower parents/carers to effectively support children with additional needs as well as create a supportive network. (We strongly encourage parents/carers to let us know if there is a particular topic that they feel would be beneficial).

- Will be signposted to courses run by external agencies and local support groups and will let you know about forthcoming courses via email.

A few parents/carers

- Will be involved in setting and reviewing targets for Learning Plans.
- Will be involved in regular Early Support Team around the Family meetings (TAF meetings)/ or Child Protection meetings.
- Will apply for an Education & Health Care Plan (EHCP).

9. How will I be involved in discussions about and planning for my child's learning and development?

All parents/carers

- Will be encouraged to share their knowledge and expertise about their child. We value this partnership work as it gives the children the best outcomes.
- Will be encouraged to contribute to their child's learning journal, adding information on learning at home, and new interests that can be supported at school.
- Will have the opportunity for formal and informal discussions with staff to discuss learning and development.
- Will be encouraged to give feedback to School staff following Spotlight Summaries.

Some parents/carers

- Will be invited to contribute to their child's learning plan, where more detailed targets are agreed and reviewed regularly. This will be to support a child's learning and development where the child requires provision that is additional to or different from most other learners.

A few parents/carers

- May be supported to apply for and help draft an EHCP. Parents/carers are also included when EHCPs are reviewed every 6 months.

10. How will my child be included in activities outside the setting?

All children

- Are included in any out of school activities and additional support / reasonable adjustments organised where necessary e.g. Social Stories made and discussed beforehand.
- Can bring an additional parent/carer with them if needed.

Some children

- Will require special plans to be made in order for them to take part, including identifying any needs for any special equipment, medication or additional support.

A few children

- Will need an individual risk assessment completed before the trip.

11. How accessible is the building/environment?

All children

- Have access to purpose built rooms, outdoor spaces and bathrooms, that are on one level, with wide doorways.
- Benefit from an accessibility plan that is regularly reviewed and updated as needed.
- Benefit from purpose built furniture where toys and resources are always accessible at child height.

Some children

- May require access to the disabled toilet.
- May require additional facilities for nappy changing.

A few children

- May need more specialist adaptations made or equipment needed, for example a hoist or an OT recommended chair which can be repositioned at different heights. These would be actioned as needed.
- May need specialist advice from outside professionals e.g. Physio, OT, VI team. Referrals are made to these professionals as and when needed.

12. How will Ludwick prepare and support my child with transitions between home, settings and school?

All children

- Will be offered visits with their parents, before they start, to help begin building a relationship in a place where they feel happy and settled.
- Will be assigned a key person before they start, who will personally support their key children in settling in.
- Are offered in-house transition visits when moving between groups.
- Are supported in moving to their next setting by the sharing of information and assessment, and inviting receiving settings to visit Nursery.
- Receive a report, when leaving Nursery, which is shared with parents and the new setting.
- Are included in Herts Transition level of need tool which highlights those children needing more support. This is also shared with the receiving setting.

Some children

- Will be offered more tailored transition arrangements if they need more support to settle. This is based on the individual and in partnership with the parents.
- Will be supported with visuals to help them understand what's happening including transition books, photographs showing the areas and equipment.
- May need additional sessions over a longer period of time, before they feel more settled.
- May need their receiving school to visit more than once.
- Will benefit from bespoke visits to their new setting when it's not so busy.

A few children

- Will need additional meetings with SENCO/external professionals to manage the transition carefully.
- Will require the SENCO of the previous/receiving setting to visit and share information.
- With EHCPs, may need staff to accompany them on visits to their new setting.
- Will have tailored transition into specialist provision.

13. How are Ludwick's resources used to support children's special educational needs and how is the decision made about what type and how much support my child will receive?

All children

- Are supported by their key person by observation and assessment. This helps us decide what support and resources the child needs.
- Are supported by differentiated planning that allows children to access things at their own level of development.
- Have access to a wide range of resources and equipment which support all areas of development and the Early Years Foundation Stage (EYFS) curriculum.
- Are supported in their self-regulation and emotional literacy.
- Have access to a variety of activities and experiences to develop and enhance gross and fine motor skills.
- Have access to a language rich environment where opportunities to speak, listen, question, pay attention, focus and reflect happen daily.

Some children

- May need more tailored observation and assessment to help clarify needs e.g. IAELD, Boxall profile.
- In discussion with you, the class teacher/key person and SENCo will identify what additional resource is needed in order to support the child's learning and development. e.g. sensory toys, additional visual aids, interventions, additional adult support.
- Have short term targets on a Support Plan which identify the extra support to enable a child's learning and development.
- Will have the impact of interventions supporting their learning and development monitored carefully by the Senior Leadership Team.

A few children

- May need specialist resources bought or hired for them. This would be in partnership with other agencies/parents.
- May require 1-1 support for the whole time they are in Nursery, to enable them to access learning opportunities and to be safe.
- Will benefit from additional external advice around which resources will best meet needs.
- Advice from outside professionals/EHCPs is included in a child's Support Plan and worked on regularly.
- Have outside professionals involved who may advise on the need for Emerging Needs Funding, Local Higher Needs Funding or an Education Health Care Plan

14. Who can I contact for further information about the early years offer in Ludwick?

You can contact Claire Turner at c.turner@ludwick.herts.sch.uk or alternatively you can contact her via our main office 01707 323693.

Please be aware that Claire works on a part time basis. Claire will endeavour to reply as soon as possible but if a more urgent discussion is needed, please contact your child's key worker or the school office and we can signpost you to someone who can support.

*Hertfordshire SENDIASS <https://www.hertssendiass.org.uk/home.aspx>

An impartial Special Educational Needs and Disability Information, Advice and Support Service for parents (SENDIASS).

SEND Advice line

<https://thegrid.org.uk/assets/send-advice-lines-parents-carers-jan2021.pdf>

Offering advice regarding additional needs to parents/carers and professionals.

HAND (Hertfordshire Additional Needs Database) www.hertsdirect.org/hand 01992 556984

Offers information for families with a child with additional needs. Offers concessions to leisure facilities. Free to join & confidential.

Also, please look at 'Delivering Specialist Provision Locally'

<https://www.dspl5.co.uk/topic/information-for-families>

Family Centre Contacts:

<https://www.hertsfamilycentres.org/family-centres.aspx> 0300 123 7572

15. How can I find information about the local authority's local offer of services and provision for children with special educational needs and disability?

Please visit www.hertsdirect.org/localoffer

16. Are there any local support groups that parents/carers can attend to support children with SEND and/or disabilities?

SPACE <http://www.spaceherts.org.uk>

Space is a Hertfordshire based charity supporting families of children and young people who are on the Autistic Spectrum (ASD), have Attention Deficit Hyperactivity Disorder (ADHD) or other neurodiverse conditions.

Space also offer an equipment lending library offering a large range of specialist sensory, practical and educational equipment for families to borrow. It's an ideal way to try expensive equipment to see if it works for the needs of your child. The lending library is based in Hertford and is funded by Hertfordshire County Council. For more information and to book equipment, email lendingspace@spaceherts.org.uk Alternatively follow their facebook page which you will find on their website.

ADDVance <http://www.add-vance.org/>

A Hertfordshire based charity that supports families affected by ADHD, Autism or a related condition and the professionals who support them.

Angels Support Group <https://angelssupportgroup.org.uk/>

A charity run by parents of children with autism and/or ADHD who work with and support other parents.

SIBS <https://www.sibs.org.uk/#>

Information, support and training for adult siblings, young siblings as well as parents and professionals.

Carers in Herts <https://www.carersinherts.org.uk/>

A charity who provide advice, support and information to unpaid carers of all ages.

Young Carer in Hers <http://ycih.org/>

Families in Focus CIC <https://www.familiesinfocus.co.uk/>

Offers parent network support meetings at different locations across Hertfordshire, professional training workshops and a [Facebook page](#) for parents and carers of children and young people with SEND, including Autism, ADHD and PDA and related conditions. We also run Siblings First project for siblings aged 4 - 10 years of brothers and sisters of children with additional needs and their parents.

Up on Downs <http://www.upondowns.com/>

A community of Hertfordshire Families who have children with Down's Syndrome. Works to increase awareness of Down's syndrome and improve the opportunities available to people with the condition.

