




National Teaching School
designated by

National College for
Teaching & Leadership

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

Reviewed September 2023

We hope you find our information report helpful. If you have any further questions or you would like to talk about your child's needs and/or disabilities, please get in touch with us directly.

SENDCo: Claire Turner contactable via the school office 01707 323693
c.turner@ludwick.herts.sch.uk

Head teacher (Line Manager to SENDCO: Helen Ackerman - contactable via the school office 01707 323693 admin@ludwick.herts.sch.uk

SEND Governor: Jane Biddulph - contactable via the school office 01707 323693
admin@ludwick.herts.sch.uk

At Ludwick we follow Hertfordshire's Professional Promise **which is a joint commitment to place children and young people with SEND**, together with their families, at the centre of what we do. Please click on the link below to find out more about Hertfordshire's Professional Promise

[professional-promise.pdf \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk/professional-promise.pdf)

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?

How does Ludwick Nursery know if children need extra help?

- Through observations of your child within the setting.
- Through ongoing assessments and monitoring the progress that your child is making.
- Additional assessments e.g. Ferre Laevers Well-being assessment / WellComm Speech and Language screening tool (receptive and expressive language screen).



- Through regular discussions around a child's development e.g. between Key Worker and yourself or with Key Worker and SENDCo/Leadership.

If our observations, assessments and progress highlight the possibility of an individual need, then your child's key worker will discuss this with you and together plan the most appropriate way to support your child. Your child's key worker may also involve our SENDCO, Claire Turner, who coordinates the provision for additional needs and disabilities of all children within the nursery. The SEND Code of Practice (2014) defines a pupil as having SEND where *'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

What should I do if I think my child may have special educational needs?

If you have particular concerns about your child at any point during your child's journey at Ludwick, please do not hesitate in arranging a meeting with your child's key worker, or alternatively a meeting with Claire Turner. We believe that no concern is too small and would encourage you to speak with us. We understand the importance of early identification and intervention and so by working together, we aim to identify any needs as early as possible to ensure we can plan the best way forward for your child.

2. How will Ludwick staff support my child?

We celebrate the uniqueness of every child and know that they will join us at different stages. We aim to meet your child where they are at and provide them with a child-centred, engaging and exciting broad curriculum to enable every child to progress and reach their potential.

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

For **ALL** children: First and foremost, Ludwick offers a highly inclusive provision where all of our children benefit from high quality inclusive teaching. All staff offer inclusive provision, including the use of visuals, a therapeutic approach to behaviour, and all staff use Makaton to support communication. All staff provide high quality teaching and learning opportunities and make reasonable adjustments to optimise the engage, participation and progress for all learners.

For **SOME** children: Some of our children will require support that is additional to or different from high quality early years provision. These children will require targeted intervention and support. If a child has needs that require provision that is

additional to or different from our high quality universal inclusive practice, we will, together with you, complete a Pupil Passport which records the specific adjustments and strategies an individual child needs and/or a SEND Support Plan which states short term targets that will help a child meet a particular outcome. We review the SEND Support Plan termly, with you.

For **FEW** children: Some children benefit from specialist input and where we feel your child would benefit, we will signpost and refer to external agencies to provide further support and advice. It may be that for a small number of children, despite implementing the above, there continues to be concerns around their development and further assessment may be needed. In this instance we would look at applying for an Education Health and Care Plan jointly with parents/carers. You can find out more about the EHCP process in Herts here

<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?

Parental partnership is important to us and we know that this has a positive impact on your child's development and progress.

- You will have daily contact with your child's key adults who can inform you on an informal basis of how your child is doing that particular day. If you would like to discuss something in more detail, please let your child's key worker or the school office know so that this can be arranged.
- Key workers use Class DoJo to share learning experiences.
- Key workers will keep parents/carers informed about what is going on at Nursery through a weekly email. This email will guide you as to how you can work with your child at home to complement what is happening at Nursery.
- In addition, your child will have a termly focus week and following this, you will have an opportunity to meet your child's key worker to discuss their progress during their time at Ludwick and to plan next steps together. Parents are strongly encouraged to share experiences from home.
- Events e.g. Stay and Play sessions where you can spend time in the setting with your child.

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

At Ludwick we deliver high quality inclusive early years provision which will enable each child to develop at a pace that is appropriate to him/her. Teaching and learning activities are always planned with the needs and next steps of the children in mind and learning activities are differentiated/scaffolded to meet individual needs. Adults spend time, both in shared learning experiences and with your child as he/she directs their own learning through play. In spending quality time with your child, key workers develop a deep insight into their development and will use this information to guide provision within their play and through planning future activities.

In addition to the above, targeted and specialist support will be planned to support children's individual targets. Interventions and targeted/specialist support will be planned through discussions between Key Workers and Senior Leaders and sometimes, external professionals. These are reviewed regularly to ensure they remain appropriate and are having the intended positive impact.

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

We want every child to have strong mental health, be confident, resilient and feel good about themselves. At Ludwick we offer a welcoming, friendly and therapeutic environment where every child will feel safe and valued. The staff at Ludwick are exceptional role models for positive behaviour throughout the setting. We understand the importance in children developing strong attachments and every child will have a key worker.

- Key worker system in place for every child.
- The daily 'family group time' has a strong focus on personal, social and emotional development and helps to create a strong sense of belonging.
- Staff use the Ferre Laevers wellbeing and involvement assessment for all children. This highlights children who may need some extra support with their wellbeing. We will also use this assessment at other points of the year, if it is felt that this would be beneficial.
- Personal, Social and Emotional development is a strong focus of our curriculum.
- Ludwick adopts a therapeutic approach to behaviour and we model and promote pro-social behaviours. Staff understand that behaviour is a form of communication. We aim to understand the function of behaviour and support the child in developing appropriate responses.
- We promote emotional literacy and we encourage children to begin to recognise emotions in themselves and others and to learn to label these feelings. Visual feeling boards are available in all rooms and promoted and modelled by staff.

- Through co-regulation we help children to develop strategies to manage strong emotions safely and effectively.
- Each class has a calm space with calming resources available.
- 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.

If you have any concerns around your child's well-being, please do let us know.

In addition, if you feel on a particular day, for whatever reason, your child may benefit from additional nurture, please do let us know.

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

Ludwick has a good working relationship with many outside agencies.

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, and accesses both settings, we will share this with Squirrels in order 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).

DPSL5 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?

Claire Turner 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 is widely trained in many aspects of special educational needs. Claire holds the National SENDCo Award for SEND Coordination (Post Graduate Cert). Claire takes a proactive role in driving inclusive practice at Ludwick and beyond, attending meetings and steering groups to promote inclusion within Hertfordshire. Claire is also a Community Governor for a specialist educational setting.

In addition, Helen Ackermann, Headteacher, is also an experienced SENDCo and is a proactive member of many working groups in Hertfordshire.

Our Governing Body includes a Headteacher from a Specialist setting, a Speech and Language Therapist as well as parents/carers of children with additional needs.

Six members of staff have QTS.

11 members of staff have EYP status and have NVQ level 3.

All staff have relevant and up to date training and also attend courses relevant to the needs of the children in their group.

All staff attend regular training and a record of staff training is kept on file.

Recent training has included Makaton, Understanding Sensory Processing needs and how to effectively support, Supporting Social Communication in Early Years Settings and Supporting Speech Sound Development, Valuing SEND (V-SEND).

We continually consider CPD opportunities and prioritise regular staff training sessions so that we continue to further evolve and develop inclusive practice at Ludwick.

Our setting has achieved ICan Enhanced Accreditation, which we are aiming to renew this academic year; we are committed to support speech language and communication in an enhanced way.

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

- Key workers use Class DoJo to share learning experiences.

- Key workers will keep parents/carers informed about what is going on at Nursery through a weekly email. This email will guide you as to how you can work with your child at home to complement what is happening at Nursery.
- You will meet with your child's key worker following your child's termly focus week and together agree next steps for your child. Your child's key worker will discuss how you can support them at home.
- Workshops for parents/carers are offered throughout the year and these cover all aspects of your child's learning and development. These workshops will also include how to support your child if they have additional needs, with specific sessions to reflect the needs of the children.
- 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 are able to signpost you to courses run by external agencies and local support groups and will let you know about forthcoming courses via email.
- We strongly encourage parents/carers to let us know if there is a particular topic that they feel would be beneficial.

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

You are your child's primary carer and know your child better than anyone else. Ludwick staff value your input and actively welcome your thoughts and ideas.

- We encourage communication from home so that key workers can discuss and celebrate with your child what they have been achieving. This helps us to get a clear picture of your child outside of the nursery setting and enables us to plan activities based around your child's interests.
- Parent consultations are offered as part of your child's focus week and these offer another opportunity to discuss plans for your child's development
- If your child has special educational needs, then you will be invited to discuss their progress and next steps. Parents/carers will be actively involved in every aspect of your child's SEND journey, from sharing initial concerns, to deciding next steps or whether to involve external agencies. With parental/carers input, we will create and regularly review a Pupil Passport and/or SEND Support Plan which will provide a thorough overview of your child's strengths, needs, strategies and next steps.

- For some children, we will use a tool called V-SEND, which enables us to develop a deeper understanding of a child's needs, provision in setting and home confidence to help us build an holistic overview and support meaningful next steps.
- For a few children, who have an Education, Health and Care Plan, there will be an annual review held every six months.

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

We plan off site visits throughout the year at nursery, to help encourage your child to learn about the world around them, in both small and family groups. We are a fully inclusive school and the needs of **all children** will be considered in the planning of any trip or event. Schools are required to ensure that children with SEND can participate in all aspects of the school's life and activities. Your child's needs will be carefully considered before any visits offsite to ensure any necessary adjustments are made to enable them to participate and we always undertake thorough risk assessments before doing so.

Trips include visits to the local library, shops, parks as well as road safety awareness walks. We introduce the idea before the visit and follow up with lots of activities. Parents are invited to join our visits, where possible. During the year we also have a number of visitors at Ludwick.

11. How accessible is the building/environment?

Ludwick is completely accessible to all. There are no steps and doors are wide enough to accommodate a wheelchair. The gardens are easily accessed and there is access for all, if needed, into Squirrels private day nursery.

We have an accessibility plan which sets out how we endeavour to increase access to Ludwick for pupils, parents and the wider community.

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

Smooth transitions both when entering and leaving Ludwick are a key priority for us each year.

- Before a child starts at Ludwick, we will arrange for you and your child to meet their key worker. This helps to begin to build a relationship. Your child will start their time at Ludwick with 'stay and play' sessions, where they can explore the environment with a parent/caer. We then build up to

attending their full sessions. If your child is struggling to settle, we will work with you to make a personalised plan.

- We very much encourage you to contact your child's key worker or Claire Turner, our SENDCo, if you have any concerns around your child's development before they start. We want to make your child's transition as smooth as possible and the more information you are able to give us about their strengths, needs and strategies you use at home, and any professionals that may be involved, will help to make their start with us as successful as possible. Additional visits and transition books may be arranged to help your child feel as comfortable as possible before they start.
- Key workers and/or the SENDCo will contact your child's previous setting, if applicable, to ensure we have the fullest possible knowledge of your child's strengths and needs.

We have comprehensive arrangements to ensure a smooth move for children moving onto their next setting.

- Staff complete a transition level of need toolkit, which enables new settings to have robust information that can help them plan for children who may require additional support around their transition.
- All Key workers complete a leaver's passport to pass on to the next setting, which gives an overall picture of your child's strengths and needs.
- For children who have SEND, transitions are enhanced and personalised to meet their individual needs. This may include additional visits or a personalised transition book or passing on resources that have been key to their success whilst with us.
- We ensure that the new setting has a very thorough understanding of your child's development and the strategies that are used to effectively meet their needs.
- Where needed, we will arrange a meeting between parents, SENDCos and staff from both settings before your child leaves.
- All SEND related paperwork is handed over to a child's new setting/school.
- Some children, who meet the criteria, may be further supported by the DSPL5 Transition Worker.
- Where we have used V-SEND to support outcomes for children, this will be shared with next settings.

If you have any concerns around your child's transition to starting Nursery or when your child is about to leave to start Reception, please let us know so that we can support.

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??

The school budget is given to the school by Hertfordshire Local Authority and it includes money for supporting children with SEND.

- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and the leadership team as well as the school governors on the basis of the needs in the school.
- The Headteacher and the SENDCo discuss all the information that they have about SEND in the school, including:
 - the children receiving extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected, or from previous attainment.From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEND children on class provision maps. These identify the support given across the school, and are reviewed and adapted regularly (at least termly). Resources are deployed as effectively as possible. This is called the graduated approach 'assess, plan, do and review'.
- Interventions are based around children's needs and are implemented following advice from the SENDCo and outside agencies where appropriate. These interventions are regularly reviewed to ensure they are appropriate and helping the children to make progress.

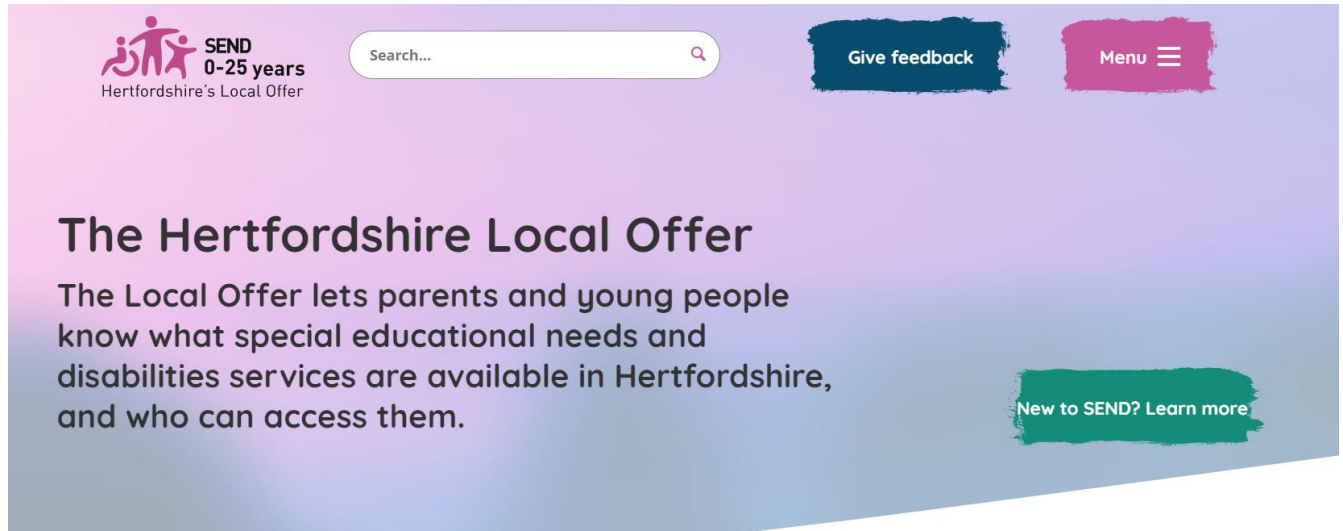
14. Who can I contact for further information about the early years offer in Ludwick?

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.

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?

For further information go to [The Hertfordshire Local Offer](#)
There is further information about this on our website.



Also, please look at 'Delivering Specialist Provision Locally'
[Home - DSPL \(Area\) 5 \(dspl5.co.uk\)](#)