



National Teaching School
designated by

National College for
Teaching & Leadership

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Ludwick Nursery SEND information report

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?

At Ludwick Nursery every child is treated as a unique individual. Your child's keyworker will make baseline assessments when your child starts and these may highlight an individual need. If this is so then the keyworker will discuss with you the assessments and plan together with you the most appropriate way to support your child.

Your child's keyworker may also involve our SENCo Sally Laflin who co-ordinates the needs of all children within the nursery.

As well as the baseline assessments we complete a Ferre Levers wellbeing assessment and a wellcom screening.

If a keyworker has concerns we may also carry out and IAELD assessment, all of which give a detailed insight into the developmental needs of a child.

If you have particular concerns about your child then please in the first instance arrange a meeting with your child's keyworker, or alternately a meeting with Sally.

2. How will Ludwick staff support my child?

You are your child's primary carer and so everything that happens at nursery is a partnership. We work as a team to ensure that every child is given the support that is appropriate for them.

Every child at Ludwick has a keyworker. Before starting at the nursery your child will have a home visit from the key worker and another member of staff. This is to meet you and your child in a setting where they are comfortable and secure. If your child has any additional needs then this would be a good time to let the keyworker know. This means that support would be put in place as soon as possible.

There are lots of systems in place that support ALL children in our setting, not just those who have additional needs. These include the use of visuals, a visual timetable, signing by ALL staff.

Once your child is settled it may be that in discussion with you the SENCo feels that an Individual Plan would be helpful. A Plan highlights your child's specific needs, and how those are going to be met in the nursery. All the assessments carried out will help formulate the



targets for the Plan.

We also work closely with multiple outside agencies who also give advice and support, so the Plan may also include targets from these agencies.

The Plan is reviewed in October, February and May. This is done as a partnership between Nursery, parents and any other agencies involved.

It may be that for a very small number of children, further assessment is needed. In this instance we would look at applying for an Education Health and Care Plan.

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

You will have daily contact with your child's key adults who can inform you on an informal daily basis of how your child is doing that particular day.

There are also parent consultation meetings that give a more formal feedback. These happen in the first term that your child starts the nursery, and in the final term. For children who are with us longer than 3 terms, another consultation is also given. For children with SEND that require an Individual Plan, a consultation will take place once a term. This will be a time to review the current Plan and discuss and agree the new targets. This meeting will usually involve all staff that are involved in the care of your child.

We promote an open door policy here and are always happy to discuss your child's development.

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

Teaching is planned with the needs of the children in mind. Group work is planned around the interest of the children in the group. During the sessions observations are made on an informal and more formal basis. These support assessments made and will influence further planning. Activities are differentiated to match the needs of the children.

Support staff are used skilfully to help support those children who need it. Inclusion staff work with groups of children and individuals to carry out targets from both nurture plans and Plans

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

Everyone at Ludwick is welcoming, friendly and they provide an inclusive and positive approach to learning and development.

We provide good role models for positive and consistent behaviour throughout the setting. When the children first start at the nursery the staff completes a Ferre Levers wellbeing and involvement assessment. This highlights children who may need some extra support with their well-being. This is done using nurture plans, or just more general support in the classroom to aid the settling in of the child. These are reviewed regularly and changes made where appropriate.

Where there are still concerns, keyworkers discuss ideas with parents to work in partnership to support and develop well-being.

If your child has a medical need then personal health care plans can be adopted and staff will be trained in giving the appropriate medication for your child.

We have a nurture group that meets 3 times a week for children who have been identified through using the Boxhall Profile. This group provides nurture support in a small group with two adults.

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 the site with Oak Tree Children's Centre and work in partnership with them and the private day nursery Squirrels that also shares our site. We work closely with Speech and Language Therapists, Health Visitors, Educational Psychologists, Social Care, Specialist Teachers for Autism, Hearing Impairment. We also work closely with the SEN team to ensure children get the correct support when leaving Ludwick.

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

The SENCo is an experienced teacher who has been working as a SENCo since 2006. She attends relevant courses and training. She is also chair of the local SEN cluster, who meet termly to discuss ENF funding plus other SEN developments. Sally Laflin also sits on the ENAG panel, a group of SENCO's and professionals from all over Hertfordshire to discuss needs and issues across the county. She, alongside other member of staff has taken part in Nurture Group training,

Four other members of staff in the nursery have QTS and 9 have EYP status.

All staff 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.

Our setting has achieved ICan Enhanced Accreditation, this shows that we support speech language and communication in an enhanced way.

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

Regular meetings will help you to feel secure in supporting your child at home. Keyworkers keep parents informed by email of what has been going on at nursery. This will help you to work with your child at home.

Keyworkers send home a "learning at home" sheet, which highlights your child's strengths and also the areas that they may need extra support with.

We hold coffee mornings, which usually have a theme so that you are able to see the way in which we work with the children here and also what you can then follow up at home

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. It is very important to Ludwick that we work as a partnership.

You child's learning journey is encouraged to go home, and pictures and events from home are welcome to be entered.

We encourage emails from home so that keyworkers can discuss with your child what they

have been doing. It helps us to get a clear picture of your child outside of the nursery setting. It also helps us to plan activities based around your child's interests.

Parent consultations offer another opportunity to discuss plans for your child's development. If your child has a Plan or nurture plan you will be invited in termly to discuss the targets that they have been working on. Then, with your input new targets will be agreed for the next Plan.

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

We plan many offsite visits throughout the year at nursery. During the summer term the whole school goes together on a visit, these have included trips to Butterfly World and Standalone Farm.

In addition to this there are numerous visits to places of interest in our local area, in both small and family groups. These include the local library, shops, parks and John Lewis. We introduce the idea before the visit and follow up with lots of activities. Parents are invited to join us where possible.

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. There is constant free flow between the two main classrooms. The garden is easily accessed and there is also access for all into the children's centre and Squirrels.

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

Before a child starts at Ludwick, a home visit will be arranged with your child's keyworker. This helps to begin to build a relationship in a place where your child feels happy and settled. Nursery entry is staggered, with smaller visits at first building up to starting every morning. We have comprehensive transition arrangements to ensure a smooth move to their next setting.

Keyworkers 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 keyworkers complete a "my world" document which gives a thorough picture of every area of your child's development.

We also arrange a meeting between parents, SENCo and staff from both settings before your child leaves. This helps to ensure that support is put in place before your child starts at their new school/setting. All paperwork is handed over once your child has started at their new setting/school.

13. How are Ludwick's resources used to support children's special educational needs?

All staff are aware of the needs of both the children in their groups, and the wider nursery setting.

They will ensure that planning includes differentiation appropriate to the children in their groups.

Some children may need more support and inclusion staff carry out Individual and nurture group targets. We also have a wide range of resources to support all areas of development. These are regularly checked and updated to make sure of their appropriateness.

14. How is the decision made about what type and how much support my child will receive?

The type and frequency of how much support your child may need will be made during discussions with you, the Headteacher, SENCo, keyworker and any other relevant professional agencies.

Ludwick Nursery has a designated SEN budget and can also apply for Exceptional Needs Funding for those children who may need support beyond the usual support given to all. This is done after consultation with the SENCo and all those involved.

Inclusion staff are used to support both groups and individual children depending on the needs of the children.

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

You can contact the SENCo, Sally Laflin at s.laflin@ludwick.herts.sch.uk

16. 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 www.hertsdirect.org/localoffer