

MELROSE HOUSE NURSERY SCHOOLS

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HOW MELROSE HOUSE NURSERY SCHOOL SUPPORTS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SENCo: LOUISE HOPKINS

INTRODUCTION

Melrose House Nursery School is welcoming and nurturing. Consideration is given to the individual needs and circumstances of each child and their families. We endeavour to make children feel safe, stimulated and happy during their time with us. We aim to provide an environment in which children are supported to reach their full potential and we work closely with parents to make sure each child's needs are met.

INCLUSION STATEMENT

At Melrose House Nursery School we believe equal opportunities for all are an integral part of education and we aim to build on the skills and experiences of each member of our school community. This is irrespective of race, gender, home background, or impairment provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of the other children.

The staff team work closely together and with parents to support each child's individual learning journey. By doing this, we can identify early if a child may have a specific need which may require additional support.

Owing to restrictions on space, facilities and personnel trained to deal with profound disabilities, the nursery may be unable to admit children with physical or serious long-term emotional or behavioural disabilities.

ADDRESSING A CONCERN

Melrose House Nursery School operates an open door policy. If a parent is concerned about their child's progress they can speak to their child's key person. A parent can also speak to Louise Hopkins.

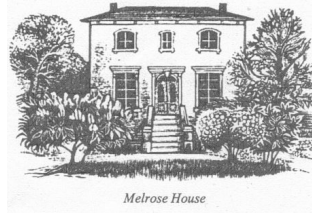
MAKING A DECISION ABOUT SEND

If a child arrives at the nursery and already has a SEND identified we will work with the people who have already been put into place to support the child. We will use the information available to implement a targeted education plan for that child.

If a parent or member of staff identifies a possible SEND we will hold a meeting and if needed, implement a targeted education plan. If needed, we will bring in an outside agency to help support the child.

INFORMING THE PARENTS OF PROGRESS

Parents have access to their child's profile and can talk to staff members. There are two parent meetings each year. Parents will receive their child's two year old check in their first year of Melrose, and an end of year report in their child's last year.



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The parents of a child with a SEND will be involved in every decision that is made regarding the child's support. The targeted education plan will include review dates for progress checks. It may also include activities that can be used to support the child at home.

ASSESSMENT OF PROGRESS

Each week the child's key worker observes the child, evaluates these observations and plans for their individual needs. The child's progress is monitored against the seven areas of learning. There is a weekly staff meeting to discuss the progress of individual children which also can be used to inform the planning for each child. When a child is able to do a task or achieves something wonderful this is recorded.

ADAPTING TEACHING AND THE CURRICULUM FOR EACH CHILD

The staff at Melrose House are trained to plan activities that can be differentiated for each child. Staff are there to stretch or support the children. The nursery provides training for staff if needed to support a child and will purchase resources to enhance a child's learning.

EMOTIONAL WELL-BEING

Each child's key person is responsible for making them feel secure, safe and happy in the nursery environment. The key person also encourages the child to make positive relationships with peers and other staff. At the time of starting nursery, parents are asked to fill in a booklet to help the nursery understand more about the child's likes and dislikes. If the child has attended a different setting previously, we ask to see a copy of previous records.

Staff model good behaviour and language.

PROMOTING GOOD BEHAVIOUR

At Melrose House we have a successful behavioural policy in place. Good behaviour depends on good communication and a positive relationship between everyone in the nursery school. We are always fair, consistent and clear in our response to behaviour and positive reinforcement is used as much as possible.

TRANSITION TO THE NEXT SCHOOL

We encourage future schools to visit their new child at the nursery. We ensure we hand over records to the new school. We discuss with the child what is happening and what an exciting time it is for them. Our aim is to make sure that each child has a sense of confidence and independence.

SETTLING IN PROCESS

We invite the child and parents in for a settling in morning the term before the child begins. We gather information from the parent about the child, regarding for example any additional languages. We give the parents an FAQ sheet to help the settling in process. We introduce the child and parent to their key person.

COMPLAINTS ABOUT PROGRESS



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If a parents wishes to make a complaint or to raise any concerns they may have, they must first approach Louise Hopkins who will deal with the complaint efficiently and effectively. At this point, if the complaint is not settled, a letter expressing the complaint should be written.

After a consultation between Louise Hopkins and other parties involved in the complaint, an appropriate plan of action will be prepared, put forward and agreed by all parties. Minutes will be taken in meetings.

Should parents still remain dissatisfied, they should contact OFSTED directly on 08456 404040.