



A child's earliest experiences lay the foundations for their self-confidence, well-being, and later learning.

At Comper, we aim to provide the highest quality of education and care for our young children and their families. We celebrate the unique qualities of each individual child. We seek to foster a close partnership with parents and carers, where inclusive opportunities, good communication and a shared purpose and responsibility are at the heart of our school community.

Comper Special Educational Needs and Disability (SEND) Information Report 2023 - 2024

This report sets out the ways in which Comper Foundation School meets the needs of children, and their families, when a child has been identified as having special educational needs or a disability (SEND).

1. Values and Aims

At Comper Foundation Stage School we recognise that all children have the right to access a broad, balanced, relevant and differentiated curriculum, allowing progression and learning at a pace and level reflective of their individual abilities. We believe that all children have a right to develop their knowledge and understanding and have experiences alongside their peers, no matter what their individual needs, and are committed to the inclusion of all children.

1.1 The types of SEN we provide for:

Comper Foundation Stage School is a Maintained Nursery School for children aged 2 to 5 years old. We educate children with a wide range of special educational needs, within the 4 broad areas of need as outlined in the Code of Practice (DfE 2014):

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning.



2. How do we identify and give extra help to children with SEN?

2.1 What is a Special Educational Need?

A child is considered to have special educational needs if they 'have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (Code of Practice 2014).

2.2. What do we do if we think a child has a special educational need?

All teachers and practitioners at Comper Nursery School are continually assessing, planning, implementing, and reviewing their approach to teaching all children. Where there is concern around the developmental progress of an individual child and a potential special educational need has been identified, the school uses the Oxfordshire County Council's Guidance for Special Educational Needs Support'. This document sets out how to identify a child's special educational need and gives guidance on planning support and teaching adaptations. In addition, the school may carry out observations or individualised assessments by staff, the SENCo or external agencies.

2.3 What do I do if I am concerned about my child?

If you are concerned that your child may have special educational needs their key person is the first point of contact as they work with your child on a daily basis and monitor their progress. They will follow the process above and talk to the Special Educational Needs Co-ordinator.

3. How do we work with families?

Comper Nursery School values the views of parents/carers and ensures they work in partnership with families to support the needs of their child.

- We contact parents if we have a concern that a child may have a special educational need
- We will discuss observations from both home and school and any concerns parents may have.
- All parents of children on the SEND register will be invited to three SEND review meetings throughout the year. At which we review progress and look at outcomes for their child.
- Children with EHCPs have an annual review where progress is discussed, and outcomes are set. Written reports are provided and sent out in advance. Children are invited to contribute to this review where possible and appropriate.

4. How will my child be supported?

4.1 Our approach to teaching children with SEN

We follow the Early Years Foundation Stage Curriculum which supports that each child is unique and develops at their own pace. Quality-first teaching with appropriate, targeted



differentiation in place according to pupil need is our first step in responding to pupils who have SEN.

We then offer targeted support through small group or individual sessions and interventions, as well as individual resources and equipment. Individual children may receive highly individualised interventions or specialist advice and support or be supported more frequently by an additional adult.

Knowing that a child's needs change over time the level of support your child receives will also change. The support is based on the cycles of action: Assess, Plan, Do, Review, as outlined in the Code of Practice (DfE 2014).

4.1 Adapting the curriculum

We offer a broad and balanced curriculum for all children but recognise that adaptations need to be made to ensure all pupils' needs are met. Some of the adaptations we make are:

- Targeted differentiation in place according to pupil need, such as groupings, 1:1 support, the content of the sessions, concrete resources
- Adaptations to the play space
- Additional adult support where appropriate to complement the work of the teacher/key worker
- Targeted, time-limited interventions
- Recommended aids and equipment such as; move and sit cushions, visual timetables, sensory equipment
- Communication supports such as; SCERTs, Now/Next and Makaton

We use the following intervention programmes:

- Early Talkboost
- Spirals
- Wellcomm language activities

4.2 What expertise can we offer?

Our SENCo is Catherine King, who is also the Headteacher. Catherine King has previously been SENCo in several schools as well as working for the Oxfordshire Inclusion Team. She is supported by a team of experienced teachers, L3 trained Early Years Professionals and Teaching Assistants. We will train our staff so that they can support each unique child where necessary. Some of the training our staff currently have is:

- Autistic spectrum Condition
- Descriptive Commentary
- Makaton signing
- Various medical needs training such as epi-pen, diabetes, tracheostomy & haemophilia
- SCERTS
- Trauma informed attachment training from The Mulberry Bush
- Language Lead Training



4.3 Specialist services

We also access a range of specialist outside agency support services including:

- Educational Psychology
- Special Educational Needs Support Service (SENS) who support children with communication and language, sensory needs and physical needs
- Oxfordshire School Inclusion Team
- Community Paediatrics
- The school nursing team
- The community nursing team
- Health Visiting Team
- Social services
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Special Educational Needs Inclusion Teachers

4.4 What do we do to support the wellbeing of our pupils?

Building secure attachment and relationships is important to nurture learning and confidence. We use the key person system in our Nursery School. The key person system is vital for young children; they need to know there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know your child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style. The key person will also hope to work in partnership with parents, learning about the children in their care, listening and being a source of information and support for parents.

All children can share their views through the 'All About Me' document that is sent to parents before they start at Comper. Once with us our adults will sensitively support children, so the child's voice is heard wherever possible.

We take bullying very seriously. We help to prevent bullying of all children, including those with SEN, by applying our Behaviour Policy and giving all children and their parents the opportunity to discuss any issues. Our behaviour policy can be found on the policies section of our website.

5. Accessibility

Our Accessibility Plan can be accessed on our school website which outlines how we currently adapt both the curriculum and environment and how we plan to enable better access to the site and curriculum.

The whole of the school site is accessible to children with a physical disability as it is on one level and reasonable adaptations can be made accordingly. The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, all



adults working with the child are informed and strategies are shared. Advice is sought from outside agencies and relevant training when needed is given.

5.1 How will my child access activities outside of the classroom such as trips?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. Procedures are put in place to meet any additional needs and some children with significant needs may require an individual risk assessment. For some children it may be appropriate for a parent/carer to accompany them on the trip.

5.2. Pupils with medical needs

Please see our Supporting Pupils with Medical Conditions Policy on our website.

6. How do we provide and fund our SEND support?

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Head Teacher and Leadership team, in conjunction with the School Business Manager, decide on the allocation of the total budget for Special Educational Needs in consultation with the School Governors, based on the needs of the children currently in the school. The Head Teacher and Leadership team discuss all the information they have about SEND in our school, including:

- The children getting support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

They then decide what resources, training and support are needed, SEND funding is usually allocated to employ staff and outside specialists (e.g. Educational Psychologists) and to buy resources, training and equipment.

6.1 How is the funding allocated if my child has an EHCP or additional funding?

If your child has an EHCP or additional funding, the school receives additional finance in recognition that your child may require significantly more support or resources. This additional funding is then used by the school to meet the outcomes identified for your child on their EHCP or additional funding application.

7. How do we know if SEN provision is effective?

Our adults are constantly observing the children's development, making choices in the moment about their unique developmental next steps. We have various means of assessing and tracking the progress of the children, both formative and summative. We use the following tools:

- Termly Next Steps individualised for all children
- All children are tracked on our Progression Ladders throughout the term



- Children assessed x4 times per year against the EYFS curriculum and the non-statutory guidance, Birth to 5 Matters. These assessments are recorded on the Comper Pupil Tracker Assessment Tool.
- Developmental Journal
- OCC SEND descriptors

There are three pupil progress meetings a year where each child is discussed in detail. In these meetings we identify the child's strengths, barriers to learning and additional support that may be needed

Children on the SEND register receive additional parent meetings 3 times a year to monitor and review progress towards their outcomes on their Pupil Profile. In addition, children with EHCPs have annual reviews.

8. Transfer arrangements

When a child begins at Comper Nursery with specific needs already identified, we gather all information available from parents and any other settings already attended. We encourage all new children to visit the school before starting. For children with additional needs, we may organise more than one visit and they will spend more time getting to know the environment and any key adults that might be supporting them. If appropriate we will make a transition book for the child with photos of the school building and the staff to help the child to remember their visits to us.

When children are either moving into the next year group up at Comper or transitioning to another school we begin to prepare children well in advance. We have a close working relationship with SS Mary and John Primary School where a lot of our Nursery children transition into reception at the end of their time with us. These are some of the things we do to support their transition:

- Visit their new classroom/school
- Meet their new key worker/class teacher
- Spend short amounts of time in their new setting
- Staff from another room/school may come and spend time with the child in their current setting to get to know them a bit where they are already comfortable
- If moving schools, we will contact the SENCO in the new setting to arrange a transition meeting to discuss a child's particular requirements.

When children with additional needs move on to a new setting to aid this process we also:

- Support parents in understanding the choices that are available to them if their child has an EHCP.
- Communicate all information to the new school
- A transition meeting made be held when there are significant needs, with external agencies as well as the new school
- Arrange extra school visits prior to entry. Supported by nursery staff if appropriate.
- Provide photos and/or videos for children to look at over the summer before their transition.
- Involve parents in extra visits to the new setting and where possible meet the new SENCo/Teacher or Key worker in advance



9. Who to contact

Should you have any concerns or feedback please do get in touch so they can be addressed quickly.

If you feel that an issue has not been dealt with satisfactorily, please contact the headteacher in the first instance. Our complaints procedures are outlined in the complaints policy on the school website.

Contact details: 01865 245768 or office@comper.oxon.sch.uk.

10. Further Support

[Oxfordshire's Local Offer](#) is a compendium of all services available to support children and families with SEND living in Oxfordshire.

[SENDIASS](#) is an impartial advice, support, and advocacy service for parents of children with SEND in Oxfordshire.

If you'd like to know more about opportunities for children with SEND and their families, there is a list of support groups and information in the [Family Information Directory](#)