



St Paul's Nursery School is a unique maintained nursery school serving two and a half, three and four year olds in the City of York. We are also an enhanced resource provision (ERP) and have eight full time places for children with SEND. St Paul's has a long history of working with children with SEND and is greatly valued within the community and wider area. We are currently at a temporary home at Carr Infant School, while building work is completed at Nursery at St Paul's Square

### **Our Vision and Values Statement**

At St. Paul's Nursery School we strive to create a happy atmosphere where learning is fun, where children, parents and staff can learn together and where we all develop to be the best that we can be.

We aim to;

- Put the children at the heart of everything we do.
- Provide a setting where children are seen as individuals, where their needs are identified and responded to and where they are given the best possible chance to fulfil their talents.
- Encourage children to grow in confidence and self-esteem, to become more independent and learn to take responsibility.
- Encourage curiosity, creative thinking and questioning minds.
- Create a happy, safe, secure and stimulating environment.
- Work together as a mutually supportive, creative and innovative team.
- Support parents and carers in their role as educator and value their contribution.
- Value everyone and celebrate all achievements.
- Always try our best in all that we do.
- Respect ourselves, each other and our world.
- Promote a brighter future for us all by developing the potential of the whole school community and beyond.
- Respect childhood and offer each child the opportunity to be active and healthy.

### **We believe:**

- Each child is an individual and has needs that should be met in an atmosphere that celebrates diversity.
- High levels of wellbeing and involvement are important for children, staff and parents.
- Everyone should aim high and all achievements should be celebrated.
- Children learn most effectively by using all their senses and through their own activity and first-hand experiences.
- Everyone has the right to be safe, healthy, happy, achieving, active, respected, responsible, nurtured and included.

- A creative, exciting and well planned challenging learning experience will inspire a love of learning and a spirit of enquiry both now and in the future.

**If children can't learn in the way we teach...we must teach in the way they learn. (I Lovas)**

At St Paul's we are committed to inclusion for all children. For some children, they may require some adaptations to meet their learning needs. For example, a visual time table, Makaton signing, reduced or adapted language. We endeavour to create a neuro affirmative approach to learning.

At St Paul's we have a highly skilled and experienced staff team who have enhanced training to work with children with SEND. As part of our team we have two Teaching Assistants who work specifically with children with SEND on a ratio of one Teaching Assistant to three children. We have a high staff to child ratio in school.

At St Paul's we are committed to ensuring inclusion for all children. All of our children engage in a rich variety of stimulating play experiences, music, Forest School, cookery, gardening and structured teaching sessions. Our nursery offer incorporates all seven areas of the Early Years Foundation Stage Framework. You can access these documents by following the links below:

**Development Matters 2021**

<https://www.gov.uk/government/publications/development-matters--2>

**Birth to 5 Matters**

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

We believe in early intervention to support children with their learning and ensure each child achieves their full potential. We work closely with parents to ensure clear communication and full involvement with the family.

We follow a model of observing then assessing children to ensure we understand their learning and development requirements and can plan carefully for the next steps in their learning journey. We monitor children's progress both formatively (day to day and ongoing) and summatively (summing up their progress at set points in the year). Parents are kept up to date about their children's learning and progress.

We are an ELKLAN Level 4 Communication Friendly Setting, and we are proud to be part of the Early Talk for York delivery group, working at Step 3. We have recently been awarded the National Autistic Society's Specialist Setting Award, advanced level.



**What do we offer the children at St Paul's?**

The children will typically access:

- ❖ Stimulating activities in areas of provision
- ❖ Smaller group teaching sessions
- ❖ Story time
- ❖ Music and movement
- ❖ Singing
- ❖ Cookery and gardening
- ❖ Forest School sessions

- ❖ Enrichment activities – (e.g visiting artists and performers)

In addition, our children with SEND will have small group teaching and/or one to one teaching sessions working on clear outcomes which have been devised to be relevant and bespoke to the child and are recorded on their **My Support Plan (MSP)** or **Education, Health and Care Plan (EHCP)**.

These documents brings together all information about the child and includes views from the child, parents, school and other professionals involved with the child. All staff within the nursery are aware of children's MSP/EHCP outcomes and work with children to help them achieve these.

### **Who do we work with?**

We work closely with several health and education professionals including:

- ❖ Senior Educational Psychologist for Early Years
- ❖ Speech and Language Therapists
- ❖ Physiotherapists
- ❖ Occupational Therapists
- ❖ City of York Specialist SEND Team
- ❖ Specialist teacher for autism
- ❖ Specialist teacher for physical and medical needs
- ❖ Specialist teacher for visually impaired
- ❖ Specialist teacher for hearing impaired

These professionals support us with providing the best teaching and learning and provision for the children.

### **How do we involve our parents?**

We are committed to involving parents and carers in everything. You know your child best and your information and perspective is really valuable for us. A transition meeting is held before the children start to which all involved professionals are invited with the parents and school staff.

Then, a full review meeting of every My Support Plan is held every term to review progress and plan future outcomes.

There is a further transition meeting in June as the children approach primary school to which their new teachers are invited to attend in nursery to meet them in a familiar location.

St Paul's staff try to support transition visits to new settings when moving to Primary School.

### **What do our parents say?**

"I think the nursery really respects the child's individual needs".

"We really value the 1:1 care, structured learning and fantastic communication"

"The one to one sessions have really helped my child to concentrate on learning".

"I love the fact that they keep me informed about everything".

"We love St Paul's - great environment for children and lovely outdoor space. Children are well cared for and reach full potential".

"Extremely happy with everything. The nursery has a fantastic team who are really helpful and friendly".

### **How do we adapt provision to support children with SEND?**

- ❖ Higher ratio of staff to children
- ❖ Use of alternative communication, e.g. visual timetable, makaton, technology
- ❖ Individual work stations for children
- ❖ Partnership and collaboration with other professionals from health and education
- ❖ Close monitoring of children's progress through formative and summative assessment
- ❖ A learning journal for each child with observations, photographs, comments, samples of work and input from parents
- ❖ Home/school communication books between nursery and home in which staff record what has happened during the session, events, messages and achievements!

There have been changes to the SEND code of practice which became law on 1<sup>st</sup> September 2014. If children have more complex needs their **My Support Plan may be converted into an Education and Health Care Plan** which will detail all of the provision they require to meet their requirements both educational and health. Parents and all other professionals working with the child will be involved in collating a **My Support Plan** which has recorded information about progress and outcomes.

### **Who can I contact for information, support and help?**

**Your first port of call is either Mrs Rigden or Mr Cumming or your child's key worker. Contact with the SEN Governor, Educational Psychologist and Specialist Early Years Teacher can be made through the Nursery office on 01904 555995 or [st.pauls.nursery@york.gov.uk](mailto:st.pauls.nursery@york.gov.uk)**

**SENCO – Claire Rigden (Head teacher)**

**Inclusion Leader and Deputy Safeguarding Lead – Martin Cumming (Teacher)**

**Sarah Lomas – Co-SENCO and ERP Lead**

**Sandra Cairns – ERP Teaching Assistant**

**Amanda Willoughby – ERP Teaching Assistant**

**SEN Governor – Julia Hedley-Jones (Deputy Chair of Governors)**

**Educational Psychologist – Geraldine Jackson**

**Our school offer is linked to the York's local offer which can be found at:**

**[Yorks Local Offer for SEND \(yor-ok.org.uk\)](http://Yorks Local Offer for SEND (yor-ok.org.uk))**

Further information, advice and support on SEN issues can be obtained from York's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

**St Paul's Nursery School Staff Team:**

Member of staff	Position	Notes
Claire Rigden	Head Teacher, SENCO, Lead Safeguarding Officer	Post Graduate Certificate in Special Educational Needs and Inclusion NASENCO Qualification
Mary Kendall	Teacher, Deputy Safeguarding Officer	Curriculum Lead
Martin Cumming	Inclusion Leader and ERP Lead Teacher Deputy Safeguarding Officer	Post Graduate Certificate in Special Educational Needs and Inclusion NASENCO Qualification
Sarah Lomas	HLTA, Deputy Safeguarding Officer	Professional Certificate in SEN Emotional Literacy Support Assistant (ELSA) Portage Accreditation
Jane Samuels	Teaching Assistant	Tales Toolkit Lead Red Group Leader
Kath Wilkinson	Teaching Assistant	Green Group Leader
Sandra Cairns	SEN Teaching Assistant ERP	Portage Accreditation
Amanda Willoughby	SEN Teaching Assistant ERP	Portage Accreditation ELKLAN Trained Level 3
Jacqueline Barnett	Teaching Assistant	Blue Group Leader Early Talk Boost Lead Speech and Language intervention Lead
Lauren Lomas	Teaching Assistant	Blue Group and ERP
Abi Foster	Teaching Assistant	Blue Group and ERP
Sarah Graham	Teaching Assistant	Green Group Leader
Helen Grady	Teaching Assistant	Portage Accreditation, ELKLAN Practitioner
Chloe Dale	Teaching Assistant	Blue Group and ERP
Nicola Jolly	Business Manager	
Gemma Oldfield	Office Administrator	
Karen Gegg-Brega	Office Administrator	
Andrea Holden	Office Administrator	
Debbie Clark	After School Club Manager	

If you would like to visit the nursery to speak to us or find out more about our offer for children with SEND please do not hesitate to make contact at any time.

**Updated: April 2024**

**Review date: April 2025**



Nationally accredited by Elklan and OCN London

