Nell Gwynn Nursery School *Special Educational Needs and Disability (SEND) Information Report*

VISION/MISSION

At Nell Gwynn Nursery School we are fully committed to giving all our children access to high quality early years education, recognising the importance of laying a firm foundation for later learning. Our aim is to provide a rich and relevant curriculum through play, enabling children to make the best possible progress. We are dedicated to inclusion and our strength lies in responding to children's diverse learning needs. We actively seek to remove the barriers to learning and participation which may hinder or exclude children. It is our wish to see our children thrive and feel valued as members of the wider school community.

We understand that children who have special educational needs may require adult support in order to access the curriculum and make progress. With this in mind we ensure that the range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. Where appropriate we provide additional input through allocation of trained Special Educational Needs Support Workers and targeted support through individual and group work. Every child has a learning journey which identifies whether children are 'on track' (typically developing) or 'not on track' (where aspects of a child's development may be lower than expected). 'Not on track' may be an indicator of developmental delay, highlighting that a child has special educational needs. Where there is a need for a Team Around the Child/Family (TAC/TAF), Early Help Delivery Plans (EHDPs) are devised in collaboration with parents/carers and professionals to ensure that each child is suitably catered for. We embrace multi-agency working while recognising the importance of parents/carers as children's primary educators. We are dedicated to working in partnership with parents and value parental input.

Information about the setting:

Nell Gwynn Nursery School is a wholly inclusive setting situated in the heart of Peckham. The Nursery School can accommodate 140 places for children in total. Classes are integrated with 2,3 and 4 year olds playing and learning together. Children aged 3-4 years and 2 year olds eligible through Southwark Council's criteria (please see Admissions Policy) are entitled to 15 free hours of education a week. Children of parents/carers who work, may be eligible for 30 free hours of education a week.

Nell Gwynn prides itself on the contribution it makes to the Peckham area, enriching the lives of the children and families in the local community as well as striving to diminish the poverty gap.

WHOLE SCHOOL/SETTING APPROACHES

Information on policies, people and statutory guidance:

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

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School Policies and statutory guidance

The SEND information report should be read in conjunction with other key school policies that are accessible on the schools website (PDFs available to be downloaded): SEND Policy, Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Admissions Policy (which features transition), Equalities Policy, Administration of Medicine Policy and Policy for Intimate care.

The specific objectives of our SEND Information Report are as follows:

- to identify pupils with special educational needs and disabilities and ensure their needs are fully met
- to commit to ensuring children with special educational needs and disabilities are included in all of the school activities on offer, accessing at appropriate level with support if needed
- to ensure that all learners make the best possible progress while staff maintain high expectations
- to keep parents informed of their child's special needs and provision, promoting effective communication between parents/carers and school
- to enable learners to express their views and consult with them where possible (appropriate to age related understanding)
- to aim for effective home-school partnership and involve outside agencies when appropriate

The success of the school's SEND Information Report will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review subject leader's reviews in the school self-evaluation reports to ensure successful implementation of the school's policies including the SEND Information Report. The Information Report will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision for children with SEND will be made through careful analysis of impact. An annual update report for parents will be accessed via the school website at: **http://www.nellgwynn.southwark.sch.uk**

With a view to school improvement, a questionnaire is handed to parents/carers of children with SEND during the final term prior to joining Primary School. This is an opportunity for parents to convey their thoughts on the quality of support their child has received while at Nell Gwynn Nursery. The feedback from the questionnaires assists us in making improvements in our practice.

Types of SEN, disability and medical needs

The Code of Practice January 2015 states that:
'A pupil has SEN 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'.

The four broad areas of need identified within the SEND Code of Practice 2015 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)

- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

Nell Gwynn Nursery School is committed to using its best endeavours to meet the SEND needs of all children who attend the setting.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Class Teacher

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCo. The Class Teacher is responsible for:

- ✓ Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional support.
- ✓ Two Year Old Developmental Checks to ascertain whether a child may require referrals to external specialists, such as a SALT or a Consultant Paediatrician.
- ✓ Contributing to and overseeing observations and work samples.
- ✓ Applying the school's SEND Information Report.
- ✓ Overseeing SEN Support Workers who offer additional support to children with SEN within each class.
- ✓ Following any recommendations made by the SENCo or external specialists.
- ✓ Carrying out 'on entry' and 'on exit' assessments (looking at whether a child is 'On track' or 'Not on track' developmentally.

Special Educational Needs Co-ordinator (SENCo) – Pippa Baker

Depending on when and how your child's special needs have been identified you are warmly invited to speak with the school's SENCo. You can request a meeting through the Class Teacher or Early Years Educator in your child's class. You can also approach the SENCo directly. The SENCo is responsible for:

- ✓ Coordinating day to day provision for children with SEND
- ✓ Line managing SEN Support Workers, while promoting high quality SEND practice across the wider team of staff.
- ✓ Developing and regularly updating the school's SEND Information Report.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties.
- ✓ Overseeing the Two Year Old Developmental Checks to ensure referrals are actioned.
- ✓ Assessing or organising assessment of children where there are additional concerns.
- ✓ Ensuring that parents/carers are:
    1. Involved in supporting their child's learning and access
    2. Kept informed about the range and level of support offered to their child
    3. Included in reviewing their child's progress

4. Consulted about planning successful movement (transition) to a new class or school

- ✓ Tracking progress of SEND children
- ✓ Updating the school's SEND register
- ✓ Carrying out and sharing risk assessments for children with SEND
- ✓ Reporting to Governors
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met

The role of Special Educational Needs (SEN) Support Workers:

An SEN Support Worker may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example promoting communication and language. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to either the Class Teacher or SENCo. Notably, the Class Teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents/carers, on the type of support and interventions needed. A child may receive support from a number of adults, and a conversation with the Class Teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

Head of School – Pippa Baker

The Head of School is responsible for:

- ✓ The day to day management of all aspects of the school, including the provision made for pupils with SEND
- ✓ She will give responsibility to the Class Teachers but is still responsible for ensuring that your child's needs are met.
- ✓ Organisation of appropriate training in relation to SEND.
- ✓ Recruiting and deploying SEN Support Workers.
- ✓ The Head of School must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

SEND Governor – Dorcas Idehen

Contacted by: a personal request made via the SENCo, telephoning the school for an appointment or by writing to them via the school office.

The SEND Governor is responsible for:

- ✓ Ensuring that the school has an up to date SEND Information Report
- ✓ Checking that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- ✓ Ensuring that the school's SEN funding is appropriately spent.
- ✓ Checking that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- ✓ Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Wider World of School: Intimate Care

Intimate Care/Toileting Needs

- The setting has a toileting policy that sets out procedures that should be followed to support children who have toileting issues.
- There is a changing unit next to the bathroom which contains a fold down changing table, rubber gloves, disposable wipes, nappy bags and nappy disposal bin. Children who have medical needs related to toileting have changing baskets on a shelf accessible to adults only.
- A disabled toilet is available next to the reception area.
- There are three bathrooms within the building which contain spare clothes, rubber gloves, disposable wipes, and nappy bags (as well as access to nappy disposal bins) to enable them to support the cleaning or changing of children with these issues. Parents are always informed when this has been necessary.
- Sequencing cards, symbols and social stories are used to support parents where children have toileting needs. A toileting booklet is also available.
- Parents will also be encouraged to attend workshops for parents/carers to support toilet training of children with special needs or CAMHs (Child Adolescent Mental Health - when toileting difficulties appear to be emotionally related).

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- A whole staff team of trained paediatric first aiders who are able to respond to children. At least two members of staff are trained in First Aid at Work. Two SEN Support staff are trained in Paediatric Manual Handling

Approaches to Teaching and Learning

Our belief is that the achievements, attitudes and well-being of all our children matter. We provide suitable learning challenges for each child based on our knowledge of their interests, learning styles, and schematic play. All of our children's progress is assessed against the Early Years Foundation Stage to ensure a consistent approach. Our wish is to see all children reach their full potential through tailored learning approaches which take account of their varied life experiences and needs. We promote individuality and celebrate the achievements of all our children irrespective of age, ethnicity, disability, gender or background.

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The guiding principles of the Early Years Foundation Stage (EYFS) are:

- **A Unique Child**– every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships**– children learn to be strong and independent from a base of loving and secure relationships with parents and/ or a key person.
- **Enabling Environments**– the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development**– children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

The curriculum is made up of **3 Prime Areas** and **4 Specific Areas** of learning. All areas are important and inter-connected and focus on the individual needs of each Unique Child.

The 3 Prime Areas - are fundamental building blocks forming the foundation for development in all other areas.

- **Communication and Language** – Listening, Attention and Understanding, Speaking
- **Personal, Social and Emotional Development** – Self-Regulation, Managing Self and Building Relationships
- **Physical Development** – Gross Motor and Fine Motor Skills

The 4 Specific Areas - include essential skills and knowledge for children to participate successfully in society.

- **Literacy** – Comprehension, Word Reading and Writing
- **Mathematics** – Number and Numerical Patterns
- **Understanding the World** – Past and Present, People, Culture and Communities and The Natural World
- **Expressive Arts and Design** – Creating with materials, Being imaginative and Expressive

Information about early identification, assessment and intervention Procedures for considering if a child has SEND

Early Identification

The school aim to provide early identification of children's SEND needs in order that appropriate support can be put into place to address the SEND need. The Code of Practice 2015 states that:

- ***SEN may be present if progress is significantly slower than that of their peers starting from the same baseline***
- ***Fails to match or better the child's previous rate of progress***
- ***Fails to close the attainment gap between the child and their peers***
- ***Widens the attainment gap***

It should be noted that lack of progress does not automatically mean the child has SEN. Other

barriers to learning such as poor attendance or punctuality, difficulties related to having English as an additional language, and bereavement are just a few of the barriers that may impact on attainment and should be considered when deciding possible interventions and identifying next steps.

Partnership with parents, multi-agency working and a Team Around the Child/Family (TAC/TAF) approach

When children initially join Nell Gwynn, parents/carers are invited to discuss their child's development with a member of teaching staff during an allotted time at nursery.

At this stage or at any future time, parents/carers are able to report to a member of staff their concern(s) regarding their child. This information is shared with the wider team and if a child was identified as having a special educational need then the SENCo would set into operation the graduated approach for identifying special educational needs.

Concerns raised about a child's development whether by a parent, staff member or outside agency are taken seriously. In consultation with the parents and other professionals (if appropriate) the SENCo will initiate a referral through either an Early Help referral or referral to the Evelina Team. Any referrals will identify the areas of need and how to address them. Parents/carers will be requested permission for the referral to be made and stored onto a secure database.

Nell Gwynn Nursery School upholds a Team Around the Child (TAC) approach where the needs of the child are prioritised. The team consists of the parents/carers, the lead person who co-ordinates the TAC (usually the SENCo although sometimes a Community Family Worker in the Early Help Team) and those professionals who have regular contact with the child, including the Key Person and SEN Support Worker (if available) and outside agencies, for example Hearing Support or Physiotherapist. The TAC meets approximately once a term to review the targets set out in the previous Early Help Delivery Plan. The lead person ensures that copies of the EHDP are distributed to the TAC members as well as the Early Help Team.

SEND SUPPORT including pupils with EHC Plans

Information on the schools graduated approach - Assess, Plan, Do, Review

Nell Gwynn adheres to the SEND support cycle which addresses the need to assess, plan, do and review. We will engage with you the parent/carer at each stage and take fully into account your view of your child's progress.

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Assessment / Planning / Record Keeping

Assessment and monitoring of children at Nell Gwynn Nursery School is undertaken in a variety of ways:

- On Entry to and Exit from the Nursery
- We monitor children's progress and make professional judgements as to whether a child is 'on track' or 'not on track' developmentally
- We may refer to Cherry Garden Branch Maps in the Prime Areas
- Detailed observations on a termly basis along with samples of mark-making, early reading and early maths help to build a picture of the child
- Intervention from outside agencies

At Nell Gwynn we have adopted 'Planning in the Moment' where adults focus on what the children are interested in, supporting and extending their learning.

Children's individual learning is captured within detailed observations featuring the adult's role in teaching and learning highlighted in yellow, while the child's verbal response is highlighted in green. A blue highlighter is used to indicate children's non-verbal responses. All staff are expected to contribute to observations to build a holistic picture of each child. It is important to note that a greater emphasis is placed on remaining in the moment with the child as opposed to recording. Teams meet at the end of the day to discuss children and recent observations.

Each term every child in the class will have a week dedicated to them, known as their focus week. Over the course of one academic year each child should be a focus three times (autumn, spring and summer). Parents as primary educators are encouraged to participate in their child's learning through ongoing discussions regarding their child's development. Parents are also able to discuss their child's progress through formal as well as informal teacher discussions.

Progress made by children who are due to transfer to Primary School is shown on a transfer report sheet prior to the end of the summer term. This is shared with parents/carers before being passed

onto the receiving School. Nell Gwynn Nursery prioritises transition work in the summer term, liaising with Primary Schools to ensure that children are prepared for change and Schools have the necessary information to accompany transition.

Inclusion

At Nell Gwynn Nursery we believe it is every child's entitlement to have access to a curriculum which ensures progression and learning is broad and balanced and is appropriate to their needs.

- Inclusion is about every child having educational needs that are special and the setting meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Nell Gwynn Nursery is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those eligible for Early Years Inclusion Funding and children with Education, Health and Care Plans, have learning plans specifically tailored to their needs. These are followed as far as possible as part of normal teaching and learning but sometimes require specific input involving withdrawal from the classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Risk Assessments

Individual risk assessments may be completed for children with additional behavioural or medical needs and might include possible barriers to overcome in relation to risks. These are reviewed as and when appropriate. If additional needs occur then the risk assessment is reviewed automatically by the SENCo in liaison with the child's parent/carers and Class Teacher. Personal Emergency Evacuation Plans (PEEPS) are completed in collaboration with parents/carers and staff to ensure that children who have SEND and need support to evacuate on emergency basis, are catered for appropriately.

Education Health and Care Assessments and Plans

Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan. During the time that these procedures are being followed, the Class Teacher, SENCo and specialist will continue to try to meet the needs of the child through personalised planning. The writing of EHC plans will be completed in consultation with parent/carers, the SENCo and a representative from the Local Authority (co-production meeting).

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Children with Education Health and Care Plans (EHC Plans)

When a child has an Education, Health and Care Plan it will specify their particular special educational needs, what provision must be put in place to meet these needs as well as learning objectives which are specific, measurable, achievable realistic and timed (SMART). It is the Head of School's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The Head of School and SENCo in collaboration with the Class Teacher and in consultation with other adults (including the parent/carers) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan.

Early Years Inclusion Funding (EYIF

All local authorities are required to establish a SEND inclusion fund for 3 and 4 year olds with SEND whose parents/carers are taking up the free entitlement to a pre school place. The purpose of the fund is to support local authorities to work with providers to address the needs of individual children. The fund will also support local authorities to undertake their responsibility to strategically commission SEND services under the Children and Families Act 2014. This guidance is to inform all Early Years providers on how to access support for a child in their care who may have SEND and may require Early Years SEND Support. These are children who do not have an Education, Health and Care Plan (EHCP). Please note that the scheme was extended to 2 year olds from November 2017.

More information can be found on the Southwark Local Offer website:

https://localoffer.southwark.gov.uk/education/education-funding/early-years-send-inclusion-fund-sendif/

Annual Reviews for children with EHC Plans

A formal Annual Review Meeting, involving the SENCo, Class Teacher, Parent/Carers and any specialists involved with the child will be held annually. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent to the Local Authority, parent/carers and other attending parties by the SENCo.

The presence of a Local Authority representative will always be requested at key times of transition (e.g. Nursery, Reception).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

Mediation Services/SEND Tribunal

If parent/carers are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement.
Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

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Use of data and record keeping

At Nell Gwynn we understand the importance of record keeping in line with the requirements of the Data Protection Act 2018. We ensure that the provision made for children in our care is recorded accurately and kept up to date. We are aware that as part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a highly rigorous approach in terms of monitoring and evaluation of SEN support. Please note that Ofsted publish more detail about their expectations in their inspection guidelines.

Arrangements for supporting transitions for pupils with significant SEND

- **We recognise the importance of transition and embrace a child-centred approach in collaboration with receiving schools, facilitating children's success.**

Transitions

- Children experience vertical and horizontal transitions. Vertical transitions take place as a child changes with time or has a need for different or expanded services, for example transferring from the Nursery to Primary School. Horizontal transitions take place on a daily or weekly basis, for instance, journeying from home to nursery or transitioning from story time to lunch time.
- Transitions should be child centred, linked to their home life, family, and culture for the best possible outcomes.
- Every child is unique therefore transitions should be tailored to the individual.

- **Transitions for vulnerable children or those with special educational needs disabilities (SEND)**

- Children with identified special educational needs and/or disabilities (SEND) are likely to be resistant to change and it may prove distressing for them, therefore staff endeavour to ensure that transitions are supported, catering for their individual needs. Additional consideration should be given in relation to lengths of visits, whether within or outside of the setting, lunchtime experiences and necessary aids/equipment in consultation with parents or in collaboration with the Team Around the Child (TAC).

- Vulnerable children who may have Children's Services involvement and children with SEND transitioning to primary School whether special or mainstream receive support with the process through planned visits (which may be reciprocal). A child centred transition programme is devised in partnership with the parents/carers, catered to their individual needs. The success of these transition programmes are reliant on all parties working co-operatively. All relevant documentation (sometimes securely and under separate cover) transfers to the receiving setting.

Information about funding and resources

The Universal Offer is free 15 hours of education per week, for eligible two year olds and three to four year olds in nursery. Parents/Carers who meet with the criteria for working parents/carers may be able to access 30 hours of education.

We always consider the needs of the child when extending their hours. Parents/carers should liaise with the Class Teacher and SENCo to explore what will best suit their child in terms of attendance pattern, duration of stay and allocated additional support. Key points of the day, such as mealtimes and transitions to group times and the Sensory Room should also be considered.

If your child has SEND, according to their level of need they may be allocated targeted or one to one support from an SEN Support Worker. You will be consulted as to the degree of support you child may need. Through additional adult support we aim to help children to become more autonomous in their learning, acquiring greater independence, rather than creating a reliance on individual adults.

If your child has an ongoing medical need(s) we will liaise with health professionals to ensure that their specific requirements are catered for appropriately. It may be necessary to borrow or purchase equipment to ensure the appropriate level of medical care. In some instances, the Disabilities Team may become involved or health professionals, such as Nurses employed to work with children while they attend Nursery.

Disability Access Fund

If your child receives disability living allowance (DLA), our setting is eligible to receive disability access funding, which is £800 per child per year. We liaise with Southwark local authority to inform them of the children who are currently accessing DLA. The funds we receive are used to purchase resources, equipment or buy in educational experiences to the benefit of the individual child.

SEN Specialisms:

- Intensive Interaction
- TEACCH (Teaching, Expanding, Appreciating, Collaborating and Cooperating, Holistic) ('Start & Finish')

It is important to note that current specialisms will be linked to the needs of the children but not dependent on. We also consistently ensure that we sensitively cater for the needs of users of the building, responding to specific requirements as and when they arise, for example providing a British Sign Language (BSL) interpreter for a Team Around the Child (TAC) meeting.

SEN strategies and approaches regularly implemented:

- Visual timetables and key rings
- Visual behaviour cards
- Objects of reference
- Makaton signing (for those who are trained)
- Touch cues (for those who are trained)
- Social stories
- Individual and small group stories catering to children's special needs
- Workstations with a TEACCH approach ('Start and Finish')
- Sensory Room sessions
- Sensory resources and activities

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Facilities for pupils with special educational needs:

The building is accessible to disabled children and adults. Our outdoor areas are wheelchair accessible. A sensory room is located adjacent to the reception, accessible to staff with a swab key. The sensory room features a ball pool, bubble tube, soft play, magic carpet, hammock, atmospheric music, lighting and projections.

There are three bathrooms with nappy changing facilities. In the disabled toilet next to the reception area there is a fold down changing table.

Adaptable cutlery and resources are made available for children as and when they require it. We are responsive to the needs of individuals and will provide such items and resources in consultation with professionals as appropriate, e.g. Occupational Therapist or Physiotherapist.

Information on where to find further support

Local Offer

Further information about support and services for pupils and their families (Southwark's Local Offer) can be found at the following website: **https://localoffer.southwark.gov.uk/**

Southwark's Information Advice and Support (SIAS) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: https://localoffer.southwark.gov.uk/information-advice-and-support/support-groups-and-services/southwark-information-advice-and-support-team-sias

SIAS Telephone Number: 0207 525 3104

Who do you talk to if you have a concern?

We hope that you will have a positive experience at Nell Gwynn yet should you have a concern it is vital to know who to talk to. As a parent/carer you have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if you as the parent/carer disagree with a decision or feel that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)