

**YORK ROAD NURSERY SCHOOL**  
**SEND Provision (SEN Information Report)**



**Reviewed June 2017**

Hello and welcome to our “SEND Provision” (SEN information report). On these pages we trust you will find answers to many frequently asked questions relating to what we offer children who have a Special Educational Need or Disability (SEND). The information has been gathered by our Special Educational Needs coordinator (SENCo) Mrs. Diane Frainer with help from parents and governors at the school. It is reviewed annually.

**What is the Local Offer?**

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with special educational

**1. How does York Road know if children need extra help and what should I do if I think my child may have special educational needs?**

- Our Nursery liaises with local pre-schools so we can support all children in their transition to Nursery. If we are made aware that some children need extra help this can be put in place e.g. home visits, transition books and additional training if appropriate, so that we can be pro-active in helping these children to settle at Nursery.
- Your child will be part of a group of 13 children with a Key Teacher. Part of getting to know your child well will include tracking and monitoring their development and progress once they join us. Initial assessments will be carried out on all the children.

- It is vitally important that the key teacher gets to know you as well, so that positive and supportive relationships can be formed. If you have any concerns please share them with the key teacher. A meeting can be easily arranged or she can telephone you if more convenient.
- Following our initial assessments the Key Teachers will meet with Mrs. Frainer, to discuss the starting points of all the children in the group, and to compare this with age-related expectations. They will also discuss each child's general development including aspects of their social and emotional wellbeing and how they have settled into the Nursery routine. Any information and concerns from parents will be considered carefully. At this stage some children will be included on a Provision Map<sup>1</sup> which will identify the additional support they are being offered.
- Further meetings will take place termly but if the Key Teacher has on-going concerns about the progress or behaviour of any child in her group she will, following consultation with the child's parents, put in place strategies designed to address these concerns.
- If the Key Teacher still has concerns, she will meet with Mrs Frainer, parents and the relevant LSA and a more specialised assessment such as an Individual Assessment of Early Learning and Development (IAELD) or Speech and Language referrals may be necessary. Following such assessments decisions will be made about the need for additional support for some children. Any decisions will involve constant discussions with parents so that they remain fully informed. Some children will then have an Individual Support Plan (ISP)<sup>2</sup>. We will work with you to agree and review any targets set within that plan. We will also ask you to help and support your child at home to meet those targets.

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<sup>1</sup> See glossary

<sup>2</sup> See glossary

## 2. How will the York Road Nursery School staff support my child?

- All our staff have a duty to support and care for all children within the setting. Mrs. Frainer coordinates the additional support that some children need.
- Each group has daily support from additional staff known as Learning Support Assistants (LSAs). There is also a Higher Level Teaching Assistant (Mrs Afia Begum) who works every morning and an Early Years Practitioner (Mrs. Maddern) who works every afternoon to provide additional support.
- As part of our ongoing monitoring, we may decide that some children require a greater level of input from these additional adults and, depending upon their needs, this may be paired or one-to-one support through our Enrichment Groups.
- A few children may require more specific provision from outside agencies and occasionally it may be appropriate to seek advice from external professionals through a referral to the Educational Psychology service or Early Years Advisory Team. Such a step would only be taken with parental consent and you will be given the opportunity to meet with the professional if a visit is arranged.
- Following such professional advice, it may be decided that to meet the special educational needs of a particular child, the Local Authority needs to make provision through an Educational, Health and Care (E.H.C.) Plan<sup>3</sup>. An application will be made and evidence will be assessed by a panel to decide if the child's needs are exceptional and require an EHC plan. If such a decision is made we will work closely with you, other professionals and the Special Needs Team at Hertfordshire County Council so that we can secure the best possible outcomes for your child across education, health and social care.

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<sup>3</sup> See glossary

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

- Communication is fundamental to our developing open partnerships with you and your child. We will see you face to face on most days but if you need more time and privacy to talk to us, this can be arranged.
- Our Nursery has three parent consultation meetings a year when you will have the opportunity to discuss your child's progress in relation to age-related expectations with their Key Teacher. This progress is measured from your child's starting point. The Key Teacher will also discuss any next steps that she considers will support that progress and enable your child to develop skills that will challenge and expand their understanding.
- You will have access to a secure online reporting tool called "Tapestry". Once logged into Tapestry you will see posts from your Child's Teacher and other Nursery / Yorkies Staff. These posts will consist of observations, photographs, videos and assessments.

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

- Our Key Teachers all plan together, drawing on their expertise of child development in the early years. This enables us to provide each child with a range of age-appropriate learning experiences and challenges suited to their own interests and enthusiasms.
- Each Key Teacher then uses their knowledge of each child in the group to differentiate adult-led activities to individual abilities or needs. Through discussion with each other and our LSAs we are able to constantly reflect and evaluate our provision for each child in a process known as "assess, plan, do and review".
- At nursery we value child-initiated active learning so we aim to encourage each child's natural curiosity and to build on their own strengths, interests and fascinations.

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

- At York Road Nursery, we respect each child's right to make their own choices during their "doing time" and we support their decisions with resources that are readily available. All teaching and support staff then work alongside the children supporting their learning through interaction.
- We have a problem-solving approach to any conflict that arises so that children are given time to talk about their feelings and behaviour. We listen to all children and respect their opinions. We describe behavior in terms of making "good" and "bad" choices so that each child retains control in the situation and is enabled to discuss their feelings and intentions.
- All children will have their dietary needs catered for.
- All children have quiet and safe areas to retreat into if they need a quiet time to themselves
- All teaching and support staff have paediatric first aid training and this is regularly updated.
- If your child has a medical need, Mrs. Frainer will work with you to compile a detailed health care plan to ensure that their particular medical need is met. This will then be shared with all staff involved with your child and appropriate training arranged.
- We have staff trained to administer EpiPens, give bolus feeding and check blood-sugar levels for children with diabetes. If required, this training can be refreshed to meet your child's need.
- If your child is visually impaired or has hearing impairment then his or her Key Teacher will have bespoke training. If appropriate we will have whole staff training so we all have an appreciation of the difficulties your child is dealing with.

- If your child has Exceptional Needs Funding (E.N.F.)<sup>4</sup> he or she will receive one to one support (see Q.13 for further information).

## **6. What specialist services and expertise are available at or accessed by York Road Nursery School?**

- Our Nursery employs a qualified Speech and Language Therapist, Mrs. Belinda Robertson, to visit twice a term and assess children with speech and language difficulties. She then sets targets for individuals and provides resources which are used by Mrs. Ingleby and Mrs. Maddern in their Enrichment Groups. We will share these with you.
- If your child is receiving a block of Speech Therapy from our linked NHS Speech Therapist, we can arrange for the sessions to take place at Nursery with an LSA present. We can then work with you to deliver the targets set.
- Through the York Road Children's Centre we have links with family support workers
- We regularly liaise with the Occupational Health and Physiotherapy services and the Child Development Centre.
- We can seek specialist advice from the County's Communication and Autism Team (CAT) and the Low Incidence Team

## **7. What training and experience do the staff who support children with special educational needs and disabilities have?**

- Our Headteacher and SENCo Mrs. Frainer, brings with her an expertise of working with children with Autism, Global Developmental Delay and Sensory Processing Difficulties. She establishes and maintains positive relationships with all parents but especially those parents of a child with SEND. Drawing on her years

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<sup>4</sup> See glossary

of experience, she co-ordinates the support we provide and works with parents to ensure we work together in partnership.

- York Road is the lead school for “DSPL 1” (North Herts. Developing Special Provision Locally ) covering Royston, Baldock. Letchworth and Hitchin. The School is at the forefront for any new strategies that are implemented by Hertfordshire County.
- All our experienced staff support children with SEND within their capacity. Individual or whole staff training is arranged as the need arises.
- The Nursery belongs to both the Hitchin Schools Partnership and the North Herts. Developing Special Provision Locally Group (DSPL). These organisations support the school and therefore the children by providing a range of training opportunities and also access to experts who can organise ‘solution circles’ to address the needs of individual children.

## **8. How will York Road Nursery School help me to support my child’s learning and development?**

- Weekly planning sheets are displayed and regular newsletters are sent.
- The termly parent consultations are an opportunity to discuss your child’s progress and agree ways of supporting your child both at Nursery and at home. However, your child’s Key Teacher is readily available to discuss any issues as they arise.
- In the autumn term parents are invited to attend a meeting when our Headteacher will talk about our approach to active learning. Parents are also invited to attend a talk given by Mrs. Robertson about language development in October of each year.

- In the spring term there will be the opportunity to attend a talk about our approach to teaching mathematics by the Key Teachers who share responsibility for this area of the curriculum.
- There is always the opportunity to read through your child's Learning Journey which will be available at all times.
- If your child does have an ISP then you be involved in its preparation and made aware of the strategies and ideas we are using and the outcomes we are working towards.

**9. How will I be involved in discussions about and planning for my child's learning and development?**

- In addition to our regular parent consultations Key Teachers are always happy to discuss your child's learning and development on an impromptu basis if you have any concerns or questions.
- If your child has an EHC plan you will be actively involved in agreeing its outcomes through discussions with Mrs. Frainer and a representative from the County's Special Needs Team. You will also remain involved in future reviews which will be attended by Mrs. Frainer, an SEN Officer and other professionals.

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

- We are an inclusive Nursery and the needs of all children will be considered in the planning of any trip. Our Head teacher will complete a comprehensive Risk Assessment and adult-child ratios will be adhered to.
- To meet the particular needs of individual children the Key Teacher will prepare a Social Story<sup>5</sup> for you to share with your child if this will help to allay any fears they may have about being outside Nursery.

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<sup>5</sup> See glossary

### **11. How accessible is York Road Nursery School environment?**

- Our Nursery was built in 1941 but has been adapted in recent times so there are sloped entrances and changing facilities in one of the toilets.
- Throughout the Nursery there are dual language books in a variety of languages and some members of the staff are bilingual.

### **12. How will York Road Nursery School prepare and support my child with transitions, particularly transfer to a new school?**

- Change can be difficult for all children but may be particularly difficult for children with SEND. Just as we support all children in their transition to Nursery (see Q1) we liaise with our feeder schools and arrange for staff to accompany as many children as possible on their school visit in the summer term. We also encourage and welcome Reception Teachers to the Nursery, who are able to see the children in our setting.
- For more vulnerable children we arrange an extra visit or visits to their new school. On these visits your child would be accompanied by a familiar member of staff who would then prepare a photographic record (a 'transition book') for you to share during the summer holidays. We will also hold a transition meeting and invite a representative from your child's feeder school.

### **13. How are the Nursery School's resources allocated and matched to children's special educational need?**

- The Nursery School's SEN budget allocation is predominantly used to provide additional staff support where this is needed. A small part is used for specific training and to purchase equipment or resources.
- A few children with a high level of need may require additional funding so that they can receive one to one support for the time they are with us. The Local Authority has a pot of money known as the Exceptional Needs Budget. If it is thought that your child would

benefit from this we would consult with you and then Mrs. Frainer will submit an application to our local cluster group of SENCOs from other schools. Her application will be evaluated to ensure its 'exceptionality' before being submitted to the Local Authority for a decision. Any exceptional needs funding that your child receives will also transfer to their next school.

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

In getting to know your child, your child's Key Teacher will observe and make notes on how they have settled and whether any initial interventions or strategies are working. These strategies form part of a differentiated approach which recognises that each child is unique and has their own preferred styles of learning. If the Key Teacher feels that more support is needed this will be put in place; under the supervision of Mrs. Frainer. An Individual Support Plan will be drawn up as detailed above and this will be reviewed at least termly to consider the impact this additional support is having.

#### **15. Who can I contact for further information about the Nursery School's offer?**

- All parents' first point of contact is their child's key teacher and Mrs. Frainer can be contacted by emailing [head@yorkroad.herts.sch.uk](mailto:head@yorkroad.herts.sch.uk).
- The Parent Partnership<sup>6</sup> Service can also be contacted on [www.parent.partnership@hertfordshire.gov.uk](mailto:www.parent.partnership@hertfordshire.gov.uk).
- For parents of children with Autistic Spectrum Disorder there is a local Angels Support Group. For more information contact them on [www.angelsupportgroup.org.uk](http://www.angelsupportgroup.org.uk).

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<sup>6</sup> See Glossary

## **16. How can I find more information about the local authority's local offer of services and provision for children with special educational needs and disability?**

Information about the Hertfordshire Local Authority offer can be found at [www.hertsdirect.org/services/healthsoc/childfam/specialneeds/](http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/)

## **17. Working in partnership with parents**

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. (DfE, SEND Code of Practice 2014:104)

## Glossary

**Provision Map:** “A document that succinctly shows the range of provision the school provides for all children including those with SEN”

**Individual Support Plan:** “A Teaching and Learning plan which sets out specific targets and actions for individual children that differ from others in their group.”

**Education Health and Care Plans:** “These replace the Statements of Special Educational Needs and are intended to reflect the views, interests and aspirations of children with SEND and their parents.

**Exceptional Needs Funding:** “This is a pot of money held by the Local Authority to provide for children with the most complex, exceptional needs.”

**Social Story:** “Either a short story or a series of pictures to teach social skills to children with social and communication difficulties. They provide the child with information about what to expect in a particular situation and why.”