

YORK ROAD SEND INFORMATION REPORT

Special Educational Needs & Disabilities

The SEND (Special Educational Needs & Disabilities) Policy contains information about who to contact if you have concerns about your child; the opportunities we provide for children with SEND and the ways in which parents are involved in the decisions relating to their child with SEND. Answers to frequently asked questions can be found below. This report will be reviewed and updated every year.

Who can I contact if I have concerns that my child may have SEND?

In the first instance, parents should speak to the class teacher about their child's progress. However, if further information is required, please contact:

Mrs Diane Frainer, Headteacher, SENDCO (Special Educational Needs & Disabilities Coordinator)- head@yorkroad.herts.sch.uk

Melissa Jeeves- Assistant SENDCO

Charlotte Armstrong- Assistant SENDCO Yorkies Day Care

In the event of dissatisfaction, having spoken to those named above, parents should refer to the complaints policy available on the York Road Nursery and Pre-School's website: <https://yorkroad.herts.sch.uk/wp-content/uploads/2020/11/Complaints-Policy-Procedure-November-2020.pdf>

How does the school know if children need extra help?

At York Road Nursery and Pre-School School, we believe in early identification of SEND.

Judgements will be made about the needs of children based on:

- Information provided to the school by parents
- Records provided by previous settings ie childminders, day nurseries, pre-schools
- Interventions and observations by a highly skilled and experience staff
- Continuous assessment of each child's progress by the class teacher
- The views of the pupil

Termly meetings called "Pupil Progress Meetings" take place between the class teachers, the Headteacher/SENDCO, Yorkies Key Worker (where applicable) and are used to analyse the progress of all children, looking at both current levels and progress made, and identifying those who are at risk of falling below age related expectations. 'Next Steps' are discussed as well as any interventions

that may support a child, these are then always talked through with the parents.

How will school staff support my child?

Every child at York Road Nursery and Pre-School has a Key Teacher. On starting at York Road, you will be given an 'All about Me' sheet to fill in about your child. This will help us to share information about your child's strengths, interests and needs. We will continually work and listen to you in order to support your child. If they also attend Yorkies Daycare then the Key Worker will work with the school to share information and offer additional support.

We constantly involve your child in their education, enabling them to make choices and engage in activities/experiences that are of interest to them. Through ongoing observations and knowing your child, we will develop a clear understanding of what your child enjoys and their level of wellbeing and involvement is.

After observations, information gathering and conversations with you and our staff the SENDCO may explain how children's individual needs can be better met by using an Individual Support Plan (to discuss, agree and set targets) Observations, assessments and evaluations all contribute towards Individual Support Plans and your child's key person/teacher/SENCO will oversee the targets on the plan. On a termly basis we will work with you to review the targets set on the Individual Support Plan, planning new ones together and giving ideas to use at home in order to support your child. We encourage an 'open door' policy to ensure we are welcoming and respectful to all families

Your child might have an 'IAELD' (Individual Assessment of Early Learning and Development) carried out which shows their stage of development within each key area of learning and enables the staff to accurately focus on specific skills to support.

We also access advice from other Early Years' professionals, including Specialist Advisory Teachers and Educational Psychologists, as well as Occupational Therapists and Speech & Language Therapists. The SENDCo will explain who may be involved and their roles in supporting your child and any other questions that you may have.

Your child's key person/teacher will be in most sessions your child attends, fostering a relationship with and gaining an understanding of your child. They

will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.

How will I know how my child is doing?

There are opportunities for all parents to meet with their child's class teacher twice a year (October/November, March/April) and a written report is provided at the end of the academic year. In addition, parents are able to speak with the Key Teachers during our "soft start" sessions first thing in the morning. We operate an 'open door' policy whereby parents can arrange a meeting with their child's teacher, the SENDCO Assistants or Headteacher/SENDCO, via the school office, at any time. If parents/carers work or are unable to attend with their child, we can arrange telephone calls or emails to update you on your child's progress.

More frequent parent meetings may be arranged for children with SEND, which may include the SENDCo, Headteacher or support staff as deemed appropriate by either school staff or parents.

Home-school books will be provided for a small number of children.

Parents of children with an Individual Support Plans (ISP) will be invited to a meeting to discuss the targets set each term and those with an Education Health Care Plan (EHCP) will attend a yearly review as well as interim meetings.

For those children whose needs are additionally supported by outside agencies, parents will be invited to meetings with these external professionals.

In addition, each child has a 'Tapestry' Learning Journal, which contains observations, individual plans, targets and photographs of your child's progress, interests and development. You will be given a login name and password to access the Tapestry website so that you can access your child's online Learning Journal from home. You will also be able to comment on the observation and send in any home learning via the Tapestry app or website.

We will adapt the curriculum as appropriate, for example, making use of a visual timeline to support children to understand the nursery routine and make choices of where they like to play.

The SENDCO will seek additional training for staff, if appropriate, to meet your child's needs.

Newsletters are sent home on a weekly basis to keep you up to date with what is happening at York Road.

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

The school uses the 'Assess, Plan, Do, Review' cycle (known as the 'graduated response') to constantly review children's progress and make decisions as to the most appropriate form of support for the future, where appropriate.

In addition, York Road uses "Planning in the Moment" to personalise your child's learning based on their interests and abilities. These "moments" are discussed at the teachers weekly planning sessions so all staff members are able to support your child across the whole setting. This may include group, paired or individual support opportunities. These are regularly reviewed by the class teacher, support staff and the SENDCO.

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

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach to your child's learning journey. Practitioners provide good role models for positive behaviour and are consistent in the day-to-day care of all our children. We adopt the Hertfordshire 'Steps' approach to behaviour, which is a therapeutic approach to behaviour management. All staff are trained in this approach.

The wellbeing of all children is paramount at York Road Nursery and Pre-School as, without this, successful learning cannot take place. In addition, York Road Nursery has a well-developed bespoke resilience and mindfulness curriculum based around the "Resilience Reaps Rewards and My Happy Mind programme. Children with SEND may also be supported through social stories, individual work on reducing anxiety and anger and building self-esteem and 'buddy' systems.

Each child is assessed when they start the nursery and reassessed termly in relation to their wellbeing and involvement. This is to ensure we identify those children who would benefit from some extra support or nurture.

The medical needs of children will be dealt with sensitively on an individual basis and always through consultation with parents. Personal health care plans can be put in place if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then a named member of staff will be responsible for the

administering of this and you will be required to fill out and sign a 'medication administration form'.

Activities will be adapted to ensure your child is able to interact fully with their environment. Visual strategies-such as a visual time table can be used to help children understand routines. PECs cards can be used to support children with Speech and Language Delay/communication barriers.

At York Road Nursery School, we have had some training in 'Makaton' signing to help emphasise language to those children who may benefit from a visual prompts.

The Nursery has a variety of safe and quiet areas to retreat to if your child is tired or needs some quiet time to themselves. The Nursery is able to undertake personal care such as nappy changing.

The opinions and concerns of parents of children with SEND are sought regularly and individual support may be put into place on the basis of these.

Some children with SEND may be able to access counselling or mentoring support through Hitchin Partnership and parents can speak to the 'Parent Partnership' or a 'Family Support Worker'.

What specialist services and expertise are available at or accessed by the school?

All staff are qualified or have accessed child development training and have experience working with the Early Years age group.

We benefit from having a working partnership with the Family Centre operated by 'Barnardos'. York Road works with the centre and we are able to access the advice and support which they offer. This support might be given directly to parents in relation to any concerns they have expressed e.g. in relation to behaviour, financial worries or toileting issues. Working closely with you and your child will enable us to build stronger relationships and further understand your child's needs.

Our SENDCO attends termly network meetings to keep up to date with the latest SEND information and is a member of the Early Years SEND strategy group.

We are supported by the Hertfordshire Early Years' Service, a service which helps Early Years settings and Childcare practitioners provide the best possible experience for all children. The team will support practitioners in meeting children's individual needs through offering phone advice, observing individual children in the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents, and signposting to training. Parental agreement will always be obtained before the Early Years Team become involved with any individual child.

We have contact with the following professions:

- Speech and Language Therapist.
- Paediatric Occupational Therapist.
- Paediatric Physiotherapist.
- Educational Psychologists.
- Specialist advisory teachers.

The school is able to access specialist support from a wide variety of external agencies, depending on the needs of individual children.

What training have the staff, supporting children and young people with SEND, had or are having?

All teaching staff receive regular training on ASC (Autistic Spectrum Condition). Individual staff will attend further training as needs arise in school and as their role requires it. A record of staff training is kept on file and relevant training can be viewed upon request.

Our SENDCO, Mrs Diane Frainer, attends termly network meetings to keep up to date with the latest information and news. Diane also has a Level 5 Diploma in Working with Learners with Autism. She has also taught in Special Provision settings and supported children and young people with SEND aged from 0-19 years of age. She has 2 of her own children with an EHCP and has 13 years' experience of being a SENDCO.

How will I be involved in discussions about and planning for my child's education?

At York Road Nursery School and Pre-School, we encourage parents to work closely with school staff to achieve the best results. This is particularly important in the case of children with SEND.

In addition to parent consultation meetings and ISP meetings, as mentioned above, parents can make an appointment to discuss any area of their child's learning at school at any time. Parents of children with SEND will always be informed if their child is to start on an intervention programme, with an opportunity offered to come into school for further discussion.

For the parents of children with greater levels of SEND, requiring an EHCP, parents will be involved in drawing up the plan and at each annual review.

How will my child be included in activities outside the classroom including school trips?

The needs of all pupils will be taken into account when planning other activities outside the classroom. Staffing will be organised according to levels of need and any necessary equipment will be taken. Where appropriate, adjustments will be made to plans, parents' views will be sought as to the best arrangements for individual children, and may be invited to join the trip, and staff at the site of the visit will be informed of needs and asked to adjust as necessary.

How accessible is the school environment?

York Road Nursery School and Pre-School complies fully with the Equality Act and, where necessary, reasonable adjustments are made for any child with SEND.

Despite the split-level nature of the school building, all areas are accessible by wheelchair. The school has a disabled toilet and hand rails throughout the setting. If you wish to see the Accessibility Plan and / or the Equality / Diversity Scheme it can be found here: <https://yorkroad.herts.sch.uk/wp-content/uploads/2020/11/Accessibility-Plan-2019-2021.pdf>

If there is a need to offer support to parents whose first language is not English, the school would access support from the Hertfordshire County Council Translation and Interpreting Service.

Should there be a need to make the building more accessible for people with a disability, the school would need to seek advice from Hertfordshire County Council.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Before starting at York Road Nursery and Pre-School School, parents of children with SEND will be encouraged to speak to the Headteacher/ SENDCO

and proposed class teacher in order to make arrangements to ensure a smooth start. It may be appropriate for the child to visit the school more often ahead of their start date or have a modified school day after your child starts.

We can provide a photo book for your child to have at home to become familiar with their key person, staff, the routine of the session and activities being offered.

We will always meet with other professionals to put in place transition planning/health care plan, or to seek relevant training before your child starts.

We support children with their transition to their new schools. All necessary documentation will be passed onto the receiving setting/school. Meetings will be held to discuss your child's individual needs and strengths.

It may also be possible to arrange for your child's key person/teacher to attend settling in sessions at your child's new setting, to help promote a smooth transition.

How are the school's resources allocated and matched to children's Special Educational Needs & Disabilities?

The school's SEND budget is primarily used to employ support staff to work with children, although money is also used for staff training and general SEND resources, as well as more specialist equipment.

Children with an EHCP may receive additional funding and there is a 6-point scale for this. Children are allocated a band by the Local Authority, based on the information in their EHCP and this determines the amount of money to be paid to the school to meet the child's support requirements.

The school is able to apply to a monthly panel to access the Local High Needs Funding system, which supports children and young people with emerging high needs or who have needs that fall outside the EHCP (Education Health Care Plan) process. The money will come to the school directly from the central SEND team.

The process will build on the school's 'Assess, Plan, Do, Review' processes and it will be expected that there will be evidence of this when schools apply for funding. It is also expected that there will be some involvement of external professionals.

How is the decision made about how much support my child will receive?

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the key person/ teacher and SENDCO we will identify what support is required. Extra support will be put in place if necessary, with the aim of enabling your child to become more independent within the environment and to access learning at all levels. Ongoing partnerships with you, other professionals and we will support the decision-making process.

Our SENDCO will give advice on meeting your child's needs within our setting, in consultation with you and other professionals where necessary and with your permission. Our SENDCO will also advise you on the process of applying for extra support.

All school resources are allocated according to need, and decisions about support are made by the Headteacher/SENDCO in collaboration with the class teachers, support staff and parents.

Current data, along with staff observations and parental concerns will be used to determine how much support individuals will receive and the form that support will take. Occasionally, external professionals will offer advice about levels of support required by individual children.

Sometimes the support a child will require will take the form of resources or equipment, rather than adult intervention. Staff meetings and team meetings within the setting will ensure all staff working with your child know your child's strengths and needs and how to best support them.

Where can I find out about the local authority's local offer of services and provision for children with SEND?

The 'Local Offer', published by the Local Authority and detailing provision they expect to be available across education, health and social care for children and young people in the area who have SEND or are disabled, can be found at:

www.hertsdirect.org/localoffer

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This report has been written by the Headteacher and SENDCO, in collaboration with teaching and support staff and in consultation with parents and Governors.