

York Road Nursery School



Send Information Report 2024-5

Statutory/Good Practice	Statutory
Based on Model Policy from	Unknown
Review Frequency	Annually
Approval by	FGB
Ratified by	Governing Body
Revision Due	November 2025

YORK ROAD NURSERY SCHOOL SEND INFORMATION REPORT 2024-25

The SEND (Special Educational Needs & Disabilities) Policy refers to Part 3 of the Children's and Families Act 2014, equality Act 2010 and the Special needs and Disability Regulations 2014.

It 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. This policy has been co-produced by the SENCO and Headteacher with families, governors, teaching and support staff.

Answers to frequently asked questions can be found below. This report will be reviewed and updated every year.

What is the definition of SEN?

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What does it mean to have equality and inclusion?

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is "...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities"

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

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 Melissa Jeeves, Senior Teacher, SENDCO (Special Educational Needs & Disabilities Coordinator - melissa.jeeves@yorkroad.herts.sch.uk)

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 under Statutory Policies and Procedures.

How does the school know if children need extra help?

At York Road Nursery 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, including at the application stage by completing relevant forms provided
- Records provided by previous settings i.e. additional support agencies involved, childminders, day nurseries, preschools. A full and thorough transition programme is planned so that information can be shared, and interventions can be planned for and implemented quickly
- Interventions and continuous observations by highly skilled and experienced staff
- Liaising with outside agencies and use information from them to inform planning
- Formal assessment of each child's progress by the class teacher 3 times a year Sept/Oct, February and June

The views of the pupil are obtained regularly through discussions with parents/carers, their 1-1 (where applicable), key workers and all staff who work with the child. The views may be about the child's interests, likes/dislikes, sensory needs and progress towards targets etc. so we can get an idea of where we might need to further adapt the provision to make it better suited for all. The SENCO, in collaboration with staff, sends out pupil surveys and meets with children during the year to assess how they feel about different areas of the school through different techniques such as pictures, surveys and parent/child questionnaires.

Parents are encouraged to give feedback and to speak to the school about any concerns they may have in multiple ways such as arranging a meeting, replying on Tapestry, ISP/IEP meetings, emails etc.

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 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?

York Road employs a SENDCO who has undertaken the National certification for SEN Coordination. The SENDCO is available to support children by making referrals, supporting staff in class to ensure the children receive the right support and that advice from external agencies is implemented, ensuring plans are thorough and relevant to the child and delivering/organising training to staff, where appropriate. The SENDCO is also responsible for applying for funding to support the child in nursery and applying for Education, Health and Care Plans for children who need them. The SENDCO is available to meet with parents/carers to offer support when needed, an appointment can be arranged through the school office.

Every child at York Road Nursery has a Key Teacher. On starting at York Road, you will be asked to fill in an 'All about Me' sheet about your child. This will help us to share information about your child's strengths, interests, and needs. We will continually work and liaise with you to ensure your child gets the right support at school and at home. If they also attend Yorkies Daycare, the school's Key Worker will work with the Yorkies to share information and offer additional support when needed.

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, what their level of well-being and involvement is and the areas where they need more support.

After observations, information gathering and conversations with you and our staff, we will explain how children's individual needs can be better met by using either an Individual Education Plan (IEP) or an Individual Support Plan (ISP) or a combination of both and IEP and ISP depending on their main presenting needs.

Observations, assessments and evaluations all contribute towards Individualised Plans and your child's key teacher will oversee the targets and review them regularly. On a termly basis we will work with you to review the targets set on the Individual Education Plan, planning new ones together and

giving ideas to use at home 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 team 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 can have brief conversations with the Key Teachers at morning drop off or at pick up time. We operate an 'open door' policy whereby parents can arrange a meeting with their child's teacher, the SENDCO or Headteacher, 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 some children.

Parents of children with an Individual Education Plans (IEP) 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. Your children will also be given a Simple "MiniMash" log in that has familiar programmes that are used in the classroom available for home learning to further support SEND children accessing provisions and you will be able to share activities that you have done with your child at home with their Key Worker and their peers.

We will adapt the curriculum as appropriate to meet children's individual needs. This includes additional support to help the children:

- understand the nursery routine (through visual schedules/now and next boards/objects of reference etc.)
- to communicate their needs and wants (through intensive interactions, Makaton, object exchange, communication boards etc)
- to access a highly differentiated curriculum (through attention bucket, sensory trails, highly structured work tasks and modelling play etc).

Specific interventions will be planned and targets around these will be included in children's IEPs.

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

Newsletters are sent home on a half term 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 as well as a skills based curriculum which is adapted for all learners needs. These "moments" are discussed at the teachers weekly planning sessions, so all staff members can 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?

York Road recognises that Mental Health and Wellbeing is significantly important in helping us develop healthy, mindful students. Diane Szanto is York Road's Children's Mental Health Lead practitioner. Antonia Robinson is the Mental Health Lead for all staff to further support them.

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 implement the Hertfordshire 'Therapeutic Approaches to Behaviour' model which is a therapeutic approach to behaviour management. All staff are trained in this approach. Where children need additional support to manage their feelings and behaviour, an Individual Support Plan may be used to identify behaviours, the function of the behaviour and strategies to support the child.

The well-being of all children is paramount at York Road Nursery School as, without this, successful learning cannot take place. In addition, we have a well-developed bespoke resilience and mindfulness curriculum based around the "Resilience Reaps Rewards. Children with SEND may also be supported through social stories, individual work on reducing anxiety and building self-esteem and 'buddy' systems. Children's sensory needs will be identified and supported appropriately- details of this will be included in the child's ISP.

Each child is assessed using Laever's Scales when they start and reassessed termly in relation to their well-being 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. Staff at York Road recognise that barriers to understanding, communication and play skills can impact on a child's wellbeing, therefore there are strategies in place to support these areas (as mentioned above).

The setting has a variety of safe and quiet areas to retreat to if your child is tired or needs some quiet time to themselves.

The opinions and concerns of parents of children with SEND are sought regularly and individual support may be put into place based on 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 teachers, Early Years Practitioners 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 can access the advice and support that they offer. This support might be given directly to parents in relation to any concerns they have expressed for example, positive daily routines, 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.

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 can 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 to upskill them on a range of good practice interventions, trends and strategies for a range of needs inclusive of medical, Communication and Language and Neurodiversities. These training sessions are bespoke each year to the current cohort.

Individual staff will attend further training as needs arise in school and as their role requires. A record of staff training is kept on file and relevant training can be viewed upon request.

Melissa, our SENDCO, has undertaken the National certification for SEN Coordination in 2002. Since 2020 Melissa has undertaken many certifications such as Child Anxiety and Confidence Level 2 and 3, Autism and ADHD awareness Level 3, SEN Higher Advanced Level 5, Therapeutic Approaches to Behaviour, Intensive Interactions training, Designated Senior Person Training, EAL training as well as Medical training for Diabetes and Epilepsy. She has 2 of her own children who are both Neurodivergent (Autistic and ADHD) who both attended mainstream settings within Hertfordshire schools.

Our Headteacher, Mrs Antonia Robinson, is a qualified SENDCO. She has worked in a specialist school in Central Bedfordshire and been the lead teacher of the Early Years Support Team, offering support and advice to settings and families to support children with special educational needs across Central Bedfordshire. Antonia has experience of being a SENDCO in a Resourced Nursery School in Luton, supporting children with a range of severe and complex special educational needs.

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

At York Road Nursery 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 IEP/ISP meetings, as mentioned above, parents can make an appointment to discuss any area of their child's learning at school.

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 considered 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 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 handrails 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/wpcontent/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 can 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 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. 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 can 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.

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

Alongside the Local Offer York Road would like to particularly draw attention to the Hertfordshire Additional Needs Database to families. The HAND card is a voluntary register of Hertfordshire Additional Needs Database a voluntary register of disabled children and young people aged 0-25. By joining the register you can get discounts at places around the county (and beyond). The digital card, which you view on your phone or tablet, gives you perks and discounts to lots of places for family days out in Hertfordshire and potentially around the world wherever the handicap sign is displayed. Different places offer different things - for example, some places allow you to 'jump the queue', and others will have reduced entry rates. It is completely free to join and you do not need a diagnosis to obtain one. We believe this is particularly important for children of this age group.