

Little Hayes & Speedwell Nursery Schools Federation

SEND Information Report: February 2022

For further information and detail, this report can be read in conjunction with:

- [Special Educational Needs and Disability \(SEND\) and inclusion policy](#)
- **Accessibility Policy**
- **Effective Teaching and Learning Policy**

If you would like copies of these policies, please ask at Reception.

Our Special Educational Needs Co-ordinators are:

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If you are concerned about your child's development and learning on entry to nursery, you are welcome to contact our SENCOs in advance to talk things through. Before your child starts nursery, his/her key person will visit you at home to talk about individual needs and preferences and how best to begin the settling process.

Introduction to the approach to SEND at Little Hayes & Speedwell Nursery Schools Federation

- Little Hayes & Speedwell Nursery Schools Federation is committed to providing a high quality care and education to all children. We believe that all children, including those identified as having special education needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of the Centre.
- We are committed to inclusion. We strive to develop policies and practices that include all children and their families and believe that all children should be equally valued. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We value, respect and work in accordance with the special needs code of practice 2014 and ensures it implements the Equality Act 2010.
- Our admissions policy reflects our beliefs that no child with SEN will be discriminated against. We aim to engender a sense of community and belonging and to offer new opportunities to

all children and their families who may have experienced previous difficulties. This means that we respond to children and their families in ways that take account of their varied lives, experiences and needs.

How will you make sure that our family's and child's voice is heard?

We aim to develop mutually respectful relationships with parents and carers, valuing the knowledge that they have of their child and acknowledging that every child is unique. We do this by:

- Involving parents/carers at all stages of the education planning process. The key person and SENCO will meet with all parents/carers who are concerned about their child's development.
- Suggesting ideas and materials for supporting learning at home will be discussed and shared with parents and carers for example; visual timetables.
- Ensuring that parents/carers and key person go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Setting personalised plans that may include targets to work towards at home. Parents/carers are always invited to contribute their views to the review process.
- Being mindful of the amount of professionals involved with families and ensure that the most relevant staff members only are involved.

How will you monitor and review my child's development and learning to ensure progress?

- Little Hayes & Speedwell Nursery Schools Federation's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs. We gather information from:
 - Entry, mid-year and exit assessments
 - The *Differentiated Early Years Outcomes* document
 - Progress reviews with parents/carers
 - Observations of behavioural, emotional and social development by key person
 - An Education Health Care Plan or support plan if one is in place
 - Assessments by a specialist service such as Health, Educational Psychology, Speech Therapist identifying additional needs
 - Another setting which has identified or has provided for additional needs
- Based on our observations and assessment data and following a discussion between the parent, key person and SENCO, a child may require additional specialist support to access their entitlement in early years learning. Where this is deemed necessary the SENCO will liaise with the relevant local authority bodies to request additional funding and advice.
- **Every child is unique with a unique set of needs.** These are identified and differentiated learning opportunities are planned for throughout the child's sessions at the centre. Next steps are identified by the key person to ensure their needs are met and progress made.
- **Differentiation** may involve modifying learning intentions, teaching styles, providing different materials/resources and access strategies. Under these circumstances, a child's needs are

provided for within the whole group planning frameworks and individual target setting, as well as work time planning.

- **Monitoring observations** of progress are carried out by the room teacher/ key person and used to inform future planning and recorded in learning diaries. The child's progress is reviewed on a regular basis and a decision made about whether the provision and strategies in place are supporting progress towards the targets set at this level of intervention.
- **Where a period of differentiated curriculum support has not resulted in the child making progress** or where the nature of level of a child's needs are unlikely to be met by such an approach, the parent the class teacher, other professional involved with the child in conjunction with the SENCO will agree what SEN support is required for the child.
- **If a potential special educational need is identified** four stages of action will be followed to put effective support in place- Assess, Plan, Do and Review. Little Hayes & Speedwell Nursery Schools Federation adopts this graduated approach, referred to as SEN support, with involves a cycle of assessment, planning and reviewing actions in increasing detail and with increasing frequency to identify the best way to support the child and secure good progress. The graduated approach will be led by the SENCO working with and supporting individual practitioners.
- The process can be summarised as below:

Step 1 Key person completes detailed observations of child parents/carers.

Step 1 Key person gathers detailed information from parents/carers

Step 2 Key person, in discussion with room teacher ensures that curriculum is being differentiated

Step 2 Key person selects further strategies to support child informed by observation. Regular reviews with parents/carers.

Step 3 If further support is needed, the room teacher and key person discuss the child's needs with parents/carers and SENCO to develop an Individual Education Plan.

Step 3 Progress and areas for development at SEN Support reviewed

Step 4 If there continue to be concerns regarding progress, the SENCO can make a referral to an outside agency in partnership with parents/carers

Step 5 If required, Initiate procedures for an Education Health Care Plan (EHCP)

- Some children who may have very complex needs from birth can be considered for an EHC (Education, Health and Care) needs assessment. This is a legal document and may be put in place for just a short time or throughout a child's schooling. Parents have a right to request that the local authority carry out such an assessment. The SENCO can also request an EHC needs assessment (this should ideally be with the knowledge and agreement of the parent). The whole process of the EHC needs assessment and EHC plan development must take no longer than 20 weeks from when the EHC request was first made to the local authority to when the final EHC plan is issued.
- For more details on our approach, please see full SEND Policy.

How will I know that the curriculum and learning experiences meet my child's needs?

- We use of *Differentiated Early Years Outcomes* (DEYO) to ensure that we account for all children using a 'plan-do-assess' approach. DEYO also enable us to plan for, observe and celebrate smaller increments of progress.
- Our plans for children's learning are differentiated to meet individual needs.
- We carry out environmental audits for individual children's needs where necessary and liaising with external advisory services, e.g. visual impairment; occupational therapy.
- There are audits of resources and use of *Disability Access Fund* to personalise equipment to address individual needs. We also ensure that resources reflect the diversity of our community (e.g. small world figures; images in displays).
- Our learning opportunities and environment offer open-ended provocations, resources and equipment.
- Our environment and plans for children's learning are reviewed annually with involvement of the Governing Body.

How will you meet my child's physical needs?

- Speedwell Nursery School and Children Centre is a single story building situated just off Speedwell Rd and is accessed by a footpath from Speedwell Rd.
- Little Hayes Nursery School is a single story building situated on Symington Rd.
- Corridors and many paths are accessible for wheel chairs. Doors are wide and many have a double door system enabling both to be opened if necessary.
- Garden and field areas are accessible though some areas are more difficult to access than others.
- Accessible toilets are available for both children and adults

- Good lighting and safety arrangements are maintained for all users including visitors.
- Carpeting, curtains, blinds and in some cases low ceilings help absorb sound and do aid hearing impaired people.
- A major aim of Little Hayes & Speedwell Nursery Schools Federation centres upon promoting personal, social, emotional, spiritual and moral development helping everyone to value the differences and similarities between people and we promote people being kind and sensitive to each other.
- Signing and promotion of a total communication approach enables all groups to be involved and participate in singing, speaking, discussing and listening.
- For further detail and information, please see our Accessibility Plan.

What will happen when my child moves to school or another setting?

- When children move on to another setting we encourage the setting to visit the child at the centre and to have a handover discussion with the key person.
- We also visit the receiving setting and produce a photographic book for the child to enable the transition to be talked through in the centre and at home prior to their move.
- Any relevant documentation is passed on, for example; the last IEP and monitoring. The child's learning diary is passed to the parents/carers.
- If a child has a support plan in place then at this level more detailed planning will be required and it is recommended that a transfer meeting takes place in partnership with parents. It is also important to invite any other professionals that are involved. The meeting ensures the needs of the child are shared, that necessary resources can be considered and that strategies for smooth transfer are put in place.
- These children, along with any that have an *Education, Health and Care plan* in place, will require an Annual Review to take place.

The Bristol City Council SEND local offer can be found on <https://bristol.gov.uk> which provides help and guidance for families and professionals.

For further information about anything in this report, or if you need help accessing or understanding the SEND policy, guidance and advice offered by Little Hayes and Speedwell Nursery Schools Federation or about Bristol's Local Send offer, please contact our Special Educational Needs Co-ordinators.