

Randolph Beresford

 Early Excellence Centre
integrated services for children and families



RANDOLPH BERESFORD SEND INFORMATION RECORD

'Disabled children and those with special educational needs make excellent progress because of the individualised and specialised support and care they receive ... [They] make outstanding progress because their needs are effectively met through specific plans, high-quality support, specialised resources, and through working with a range of other professionals' Randolph Beresford Nursery School, Ofsted, 2013.

'The support and guidance for disabled children and those who have special educational needs and their families are strong [and] highly valued by parents and carers ... Disabled children and those who have special educational needs also make rapid gains in their learning. This is because they are extremely well supported and parents and carers are involved in developing and reviewing learning plans' Vanessa Nursery School, Ofsted, 2014.

Mission Statement

Randolph Beresford and Vanessa Nursery schools, are committed to early intervention and the full inclusion of children with special educational needs and/or disabilities (SEND). We recognise that parents are very knowledgeable about their children, and we endeavour to work with parents, as well as with specialist professionals, to meet each child's developmental needs, be these educational, physical, and/or medical.

Definitions

The definition of a child who has SEND is set out in the Special educational needs and disability code of practice: 0 to 25 years (2014, page 16) as a child who has *'a significantly greater difficulty in learning than the majority of others of the same age'* and who is likely to do so when they reach compulsory school age, or *'would do so if special educational provision was not made for them'* (Section 20 Children and Families Act 2014). For the full Code of Practice 2014, please click on the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf . The following four areas of need are considered

when deciding whether special educational provision and support is required:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

When considering progress in learning, the roles and responsibilities of the school are to: identify developmental concerns; improve involvement and support for children and their parents; capture and review children's progress; and to pursue joint working with specialist professionals, to ensure that appropriate support is delivered when it is needed. For full information on what is available in the local authority and the schools' SEND provision please click on one of the following links: ([LINKS TO - LOCAL AUTHORITY SEND OFFER; SCHOOLS' SEND POLICIES; ACCESSIBILITY PLAN; DES](#)).

The 'Graduated Approach'

There are three levels of support that a school may offer children with SEND:

Universal

'Quality First' teaching, where the high quality teaching provided by qualified teaching staff to all children may require minor adaptations to match the learning needs of individual children.

Targeted

Where children fail to make good progress through Universal teaching methods, it may be necessary to put in place additional, individualised support. This support may only be necessary for a short time and is determined by a cycle of *Assess:Plan:Do:Review*.

Specialist

Some children may have Severe and Complex, or Profound and Multiple, needs. In order to plan for sustained progress, it may be necessary to ask for further advice from specialist professionals such as specialist teachers or therapists. Their advice helps enable school staff to plan and deliver effective strategies for learning, and in so doing, to reach the best possible learning outcomes for children.

Parent Involvement and Support

At all stages of assessment and planning for the future, we want to work with parents to gather information and to identify and provide for children's needs. This is a transparent process: we will meet with parents throughout a child's time here to ensure that we fully understand their child's needs; agree on the outcomes that everyone would like to see; regularly review the progress that a child has made; and decide with parents whether further action is necessary. For detailed information on how we will work with parents, please click on the link to the school's SEND Policy.

Early Identification

Teaching staff know that early identification and provision are key to later educational success: there is abundant research to demonstrate the impact of the learning environment and teaching provision on children's developing brains, and there is enormous potential for a positive impact on brain development.

Some children entering the nursery schools will already have a hospital diagnosis and medical professionals working with them, from whom the school can seek advice. For example, a child with a diagnosed physical mobility difficulty such as Cerebral Palsy will have a Paediatric Physiotherapist working with them, and the school can make contact with the therapist so that school staff can support the child's Physiotherapy Programme.

Alternatively, families may be concerned that their child is not developing as quickly as they think they should. These worries can be explored at a child's Home Visit before entry to nursery school, at the termly parent consultation, or at any time by speaking with a child's key person.

Sometimes, individual difficulty only becomes apparent over time. In school, Teachers and Early Years Educators provide high quality and differentiated learning experiences for all children (*Quality First Teaching*). We carry out ongoing assessment of children's progress to highlight children who are not making the progress we would expect. In such instances, the child's teacher or key worker will arrange to speak with parents to discuss the school's concern and explore any concerns of parents' own. We may suggest further discussion with the school's SEND Co-ordinator (SENCO).

Our youngest children are assessed on entry and their progress is monitored. A child's key person will speak with parents if there is any concern, and agree with parents the next step to be taken. For example, where there is concern over a child's language development a referral to the speech and language therapy service for a Speech and Language Initial Assessment is often helpful: if it is found at this assessment that a child might benefit, parents will be invited to attend a block of speech and language therapy.

SEN Support

Special educational needs aren't always a lifelong problem and some children may only need support for a short time to bring them in line with the levels expected for their age. This is often the case where children have a language delay or a mild to moderate developmental delay.

The first step in making effective provision for children who are not making the expected progress in learning is to put in place an additional teaching focus. Appropriate provision may benefit from external advice from a specialist, such as a speech and language therapist or a paediatric occupational therapist, and we will discuss this with parents and seek parents' consent for a referral.

Should a child continue to experience difficulty with learning over time, we may suggest a referral to the Child Development clinic for a full paediatric assessment (see below).

Children with 'High Needs'

Parents may know already that their child has a lifelong learning disability, such as Downs Syndrome, which will require ongoing additional support throughout their education. In these circumstances, the school will begin to gather the evidence necessary to apply for an

Education, Health and Care Plan Needs Assessment (EHCNA) which may lead to an Education, Health and Care Plan (EHCP) being awarded.

For children whose needs are not clear, we may suggest a referral to the Child Development Service for a full developmental assessment. Following a referral, parents would receive an appointment to accompany their child to meet with a Consultant. If parents would like a member of staff to support parents at this appointment, please ask the school's SENCO.

We recognise that this time can be stressful for parents, and SENCOs can offer the following support:

- Help in advocating for children's needs;
- Practical support from the Family Support service;
- Putting parents in touch with INSIGHTS, an independent and impartial advice and support service which has a staff which is trained to advise families on SEN and Disability law, and the SEND Code of Practice.

Education, Health and Care Plans

An Education, Health and Care Plan is a legal document which outlines the professional support that a child must receive from Education, Health and/or Social Care. The document sets out the planned learning outcomes that a child must be supported to secure, between the ages of, potentially, Birth to 25 years.

Following discussion with parents, if it is agreed to apply to the Local Authority for an EHC Needs Assessment, it is the responsibility of the school's SENCO to gather the necessary evidence in support of the application, and they will liaise with parents throughout this process. Parents play a full part in the Needs Assessment, and their views are taken into account alongside those of professionals, when agreeing their child's need and setting targets.

EHC Plans detail:

- The views and aspirations of the family and the child;
- A full description of the special educational needs;
- A full description, where appropriate, of the health and social care needs;
- Targets ('Outcomes') for the following year;
- Specify the provision required and detail how it will be delivered.

If awarded, the Plan is subject to an Annual Review (every six months in Nursery) to determine the progress made by a child against the agreed objectives. The Plan will not necessarily continue into the following year if parents and professionals agree that it is no longer needed.

Available Interventions

Members of the school teaching team have had experience of teaching children who have: Downs Syndrome; Autism Spectrum Disorder; Speech and Language Delay and Disorders;

Cerebral Palsy; Global Developmental Delay; Epilepsy; in addition to children with genetic disorders who have individual profiles of specific difficulties.

Transitions

The transition of children into the main nursery school is carefully planned and supported, because we understand that this is an important milestone for children. Each school has a Transitions Policy. Transitions into the school are supported by a Home Visit where staff can share in parents' expert knowledge of their child's strengths and needs. Children with SEND may need to take a slower pace settling into nursery, and we will work with parents throughout to ensure starting at nursery is a positive experience.

Choosing the right Primary school for children to move on to is an important decision which parents will not take lightly. We welcome the opportunity to support parents in this, and may be able to accompany parents on Primary school visits and advise parents on how to make a successful choice. Again, the transition to Primary or Special School is carefully planned well before children leave. The admitting school's staff will be invited in to meet children and to talk with key staff and the SENCO, so that they can understand and plan for each child's needs, and so that we can share effective learning and support strategies. We will encourage parents to visit the intended school with their child, and wherever possible we will arrange for children to make accompanied visits to their new school with a learning support assistant, Key Person or Teacher.

Where children have an EHC Plan, we will always hold an Annual Review in the term before they leave nursery. Parents, professionals working with the child, and a representative from the prospective school will attend to discuss progress and agree with parents the new targets to be set for the following six-twelve months.

FREQUENTLY ASKED QUESTIONS

Who is the best person at school to speak to about any difficulties my child might have with their learning or their development?

Initially, parents should speak to their child's Key Person about any concerns; the key person will then discuss this with the class teacher and the SENCO. If appropriate, the SENCO will arrange to talk with parents to explore their concerns.

How does the school let parents know if staff have concerns about their child's learning or development?

We believe that most children's learning needs will first be met through the high quality teaching delivered by our staff, who monitor progress continuously.

If over time, it seems that a child is not making the progress we expect, the child's Key Person or teacher will arrange to speak to parents, and they may suggest a meeting with the school SENCO. The SENCO would discuss with parents the possible difficulties with learning, and the support strategies the school is considering, and may sometimes suggest referral for a specialist assessment.

How does the school consider parental views?

We understand that parents usually know their child best, and therefore we take parents' concerns very seriously. We also know that concerns about development can be worrying for parents, and that starting school can bring these concerns into sharp focus as parents are able to make comparisons between their own child and others of the same age at nursery.

We actively encourage parents to let us know when they are worried – they can let their child's Key Person know or alternatively they can ask at Reception to speak to the SENCO.

How do staff decide what support is necessary for my child, and how is it delivered?

The cycle of 'Assess-Plan-Do-Review' tells us which area or areas a child needs extra support in. This may be augmented by the advice provided by other professionals already working with the child - e.g. therapists – who provide our staff with expert advice on how to work with individual children.

How do staff let parents know about children's progress?

If a child has a personalised learning plan (IEP) the child's Key Person will meet with parents at termly Review Meetings so that both parties can share how the child is progressing, and plan together for their next steps in learning. Children awarded an EHC Plan have formal six monthly reviews held at nursery, to discuss progress.

How does the school include children in the same activities as the other children in nursery?

The schools are committed to Inclusion and to providing equal opportunities for all children, and make reasonable adjustments for children where this is necessary. Individual needs are reviewed annually via an Accessibility Plan.

Children with additional needs are assisted to join in with the core curriculum. We know that children develop at different rates across all areas of the Early Years Foundation Stage, and differentiation of teaching is second nature to our teaching staff. Children who have a severe learning delay may need to have some of their learning experiences adapted to a lower developmental level, and this occurs via adult support alongside their peers.

Organised educational visits, Forest School, and informal community visits (e.g. shops, park) are made available to all children, and where necessary, those needing extra support are accompanied by an additional adult.

How is the curriculum and the environment matched to my child's needs?

The curriculum is carefully planned to match the age, interests, ability, and needs of all children. Teaching staff will adapt planning and teaching so that each child can access learning opportunities, or sometimes plan a more suitable learning experience matched to their need but pitched to their potential. Additional specialist advice is sought where necessary, sometimes from Specialist School Outreach services.

The schools' Accessibility Plan is reviewed continually, to ensure full access both to the curriculum and to the school site. Revisions and additions are made in response to needs.

How accessible is the school environment?

For children with physical difficulties, the nursery's environment is reviewed pre-entry for accessibility in terms of space and resources.

Both schools are fully accessible for wheelchair users, and have disabled children's changing and toilet facilities.

Learning resources are easily accessible to children to promote independence in learning.

Where appropriate symbols, signs, PECS and Makaton are employed to facilitate communication with children.

The nurseries endeavour to provide interpreters and translations to meet the needs of parents/carers whose first language is not English, and parents are welcome to bring a trusted family member or friend to interpret for them.

How can staff help parents to support children's learning?

Our teachers and Key People may be able to suggest strategies or activities for parents to share with their child at home; often, the targets set out on a child's Individual Education Plan describe activities and approaches that parents can also try.

How does the school allocate resources to children and how do children move between the different levels of support in school?

The schools receive funding from the Education Funding Agency and the Local Authority and this includes money to support the learning of children with SEN and/or disabilities.

The Executive Head Teacher, in consultation with the school's Governing Body, decides the budget for SEN provision on the basis of the current and future needs of children in the school. On an ongoing basis, the Executive Head Teacher and the SENCO discuss the effectiveness of the school's current interventions, provisions and priorities. This may include additional or alternative interventions, staff training or equipment needs. This process is reviewed regularly to ensure the best possible interventions are provided to those children who need additional support.

Our assessment of learning and SEN Review meetings allow us to measure the impact of the schools' support programmes, and decide whether further adaptation or further action is necessary.

Who can ask for an Education, Health and Care Plan?

In most cases the school's SENCO requests that the Local Authority assess a child for an EHC Plan, but parents can also make this request. If the Local Authority agrees, they will contact parents and arrange to carry out the assessment of a child's needs. This may result in an EHC Plan.

What support is there for children's happiness and well-being at school?

We believe that the happiness and well-being of all our children is paramount, and staff take this aspect of school life very seriously. Parents can be confident that the staff team around their children is working together to provide emotional and social support to children, whose needs are considered at meetings throughout the week.

Parents should also feel free to speak to their child's teacher, Key Worker, or the SENCO if parents have any worries.

Who can parents contact if they have a complaint about the SEN provision made for their child?

In the first instance, parents should speak to their child's teacher or the school SENCO. Hopefully they will be able to address parents' concerns.

If concerns cannot be resolved parents can make an appointment to meet with the Executive Head Teacher, Michele Barrett.

Who can parents ask if they have any other questions about their child at school?

We are very happy to speak with parents about any aspect of their child's learning. It is best to speak to staff members in the following order:

- The Key Person
- The Teacher/Team Leader
- The SENCO
- The Executive Head Teacher

Parents' guide to Schools' SEND Provision

