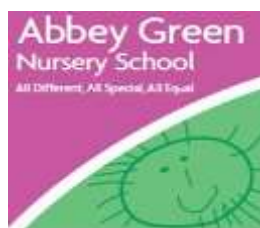


Aire Valley Nursery Schools Federation



Special Educational Needs and Disabilities (SEND)

Information Report 2021/2022

(reviewed October 21)

Each school has a SEND Co-ordinator and a named Governor who take a lead for SEND provision in our schools ensuring it is well managed and identifying any areas for improvement.

	Abbey Green	Midland Road
SENDCO	Hannah Clark	
SEND Named Governor	Cath Webber	Cath Webber

What kinds of SEND are provided for in our schools?

All of our schools currently provides additional and/or different provision for a range of needs, including:

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

Abbey Green, Midland Road and Strong Close Nursery Schools are designated as 3 of 5 Nursery Schools in the district with Early Years Enhanced Specialist Provision.

The current number of pupils on roll across all schools is as follows

Academic Year 2020/21	Abbey Green	Midland Road
School Support	16	8
SEN Support +	0	0
Early Years Enhanced Specialist Provision Place	14	14
Agreed EHCP's	4	3

*SEN support + children receive EYIF funding or are awaiting EYESP placement.

How is SEND identified and assessed?

Identification is made by staff through:

- Observations
- Information received through other agencies e.g. Speech and language therapist
- Concerns expressed by parents.

All our schools follow the stages set out in the revised SEND Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Parents are consulted at every level of the intervention. Action is then taken to put effective support in place – this is known as the graduated approach

- Staff gather information through observations and assessments to identify any concerns, but also children's strengths
- Concerns are shared with the school SENCO as soon as possible
- Parents/carers are consulted and any concerns discussed.
- An Individual Support Plan (ISP) is written by the class teacher with support from the SENCO and put into place.
- Provision for extra support is made within the resources of the nursery
- The staff team remain responsible for working with the child on a daily basis
- Any interventions are reviewed termly

Review

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- Interventions may need to be adapted
- Help from external agencies as well as further intervention is required.

How are parents and children involved in consultation?

Our work with children is shared with and informed by parents through a range of strategies:

- Day to day discussions and dialogues
- Phone calls home
- Your child's electronic observation record
- Home/school diaries
- Parental consultations
- ISP reviews
- Team Around the Family meetings
- Annual questionnaires
- Additional meetings as required

The progress of children with an EHC Plan is formally reviewed at an Interim and Annual Review with all adults involved with the child's education.

Children's views are considered at all times, staff are trained in observing and identifying children's needs, likes and dislikes and this informs all their interactions.

How are children assessed and reviewed towards their outcomes?

Children's progress is continually monitored by their class teacher or room leader through on-going observations and assessments, using the following as appropriate:

- EYFS Development Matters – ages and stages of learning
- The Early Support Developmental Journal may also be used
- Individual Support Plans (ISP)
- Additional assessment tools such as Autism Progress Framework, Intensive Interaction Framework

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



- The teacher's/lead practitioners work closely with the SENCO to carry out a clear analysis of the child's needs. This will draw on:
- The teacher's//lead practitioner's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' /lead practitioner's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This is done informally on an ongoing basis but more formally on a termly basis.

How do we support a child's move to primary school?

Transition to primary school or specialist setting is a key part of the child's educational journey. As soon as your child is allocated a Primary School we make contact with them in order to plan transition arrangements.

When your child is moving to another school we will:

- Contact the new school's SENDCO and arrange a meeting between, parents, SENDCO, and class teacher
- Agree any visits / meetings as needed.
- Make any special arrangements and support that needs to be put in place for you and your child.
- Make sure that all records about your child are passed on as soon as possible to the receiving school

Please read our Transition to Primary School leaflet for further details on applying to Primary school. This details all of the current provisions available in Bradford and the process of applying for both Mainstream and Specialist provision and schools.

What is our approach to teaching children with SEND?

We believe in equality of opportunity and that this will only exist when we recognise and value differences and work together for inclusion. Inclusion does not mean that everything is the same for all children it means that we meet the needs of all children.

Children accessing our SEND provision have a higher level of support within the setting which enables them to gain the most from their experience in our schools. In addition to this individual or group interventions are in place to help children with SEND to make progress.

Teachers are responsible and accountable for the progress and development of all the children in their class.

- Quality First Teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.
- Recommended interventions are also used where appropriate.
- Professional advice is integrated into the curriculum.

How are curriculum and learning environments adapted to cater for the needs of children with SEND?

Provision for children with SEND is planned carefully and we have alternative spaces and provision as needed, however children are also integrated into the mainstream classrooms and are able to access the same provision as their peers.

We make the following adaptations to ensure all children's needs are met:

- Adapt the environment and activities to suit individual needs
- Adapting our resources and staffing
- Using recommended aids; picture cues, choosing boards, objects of reference, computers

See Accessibility Plan for more information.

What additional support will children with SEND receive?

Both of the Nursery Schools in our Federation are designated as Early Years Enhanced Specialist provision. The provision provides a high level of staffing and a specially adapted curriculum for the children who attend this unit.

Children with SEND who do not qualify for specialist provision will be part of mainstream provision. They will have an ISP in place which will be monitored by their key person and their class teacher. Any specialist interventions will be delivered by their key person.

We have specialist teachers and practitioners and support workers who are trained to deliver or implement interventions and alternative communication systems recommended by other professionals such as 'Intensive Interaction', 'Objects of Reference', and 'Makaton'.

Staffing ratios are carefully considered in order to meet the needs of each child

We work with a range of agencies to provide support for children with SEND and value the expertise and support that multi-agency working brings. See *Working with other agencies*

How is the effectiveness of the provision evaluated?

We believe that the quality of our provision is maintained through clear policies and procedures which are monitored regularly.

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions
- Classroom observations
- Monitoring by the SENDCO
- Monitoring by the named governor
- Monitoring by external sources, such as OFSTED or SEND specialists
- Holding annual reviews for children with EHCPs.

How are children with SEND enabled to engage in activities that others take part in?

It is important that all children are able to take part in all aspects of nursery life regardless of their SEND.

- All children are encouraged to go on visits
- All children are encouraged to take part in enhanced activities e.g. Dance
- No child is ever excluded from taking part in these activities because of their SEN or disability

NB – individual risk assessments and adjustments to staff will be done to ensure that children can take part safely.

What support is provided for emotional and social development?

Children's Personal, Social and Emotional development is one of the seven areas of learning within the Early Years Foundation Stage curriculum and staff plan and assess all children on an ongoing basis. More specific planning and assessment for children with SEND will take place as needed and this includes use of;

- Developmental Journal or Development Matters assessment tools
- Individual targets are given to children to help support this development with Intensive Interaction, small group work and support for peer to peer interactions.

Working with other agencies.

Working with outside agencies is a crucial element of support for children with SEND. We endeavour to work in a cooperative way with all outside agencies to ensure the best support is provided for children with SEND.

Services provided by Bradford Authority supporting children with:

- Visual impairment
- Hearing impairment
- Physical and Medical team
- Multi-Sensory
- Autism Outreach Service
- Pre 5/ Early Years' Service
- Educational Psychology Service

Services provided by health

- Physiotherapy
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Health Visitor
- Child Development Centre
- Community Paediatrician
- Professional training for staff to provide medical interventions

Amendments During Covid-19

There are several changes to the provision for children with SEND to accommodate home learning and manage transition to primary school. Covid-19 amendments to usual practice are as follows:

Changes to the Education, Health Care Assessment Process and Annual Reviews.

The 20 week process

The local authority **must** still consider requests for a new EHC needs assessment or a re-assessment. Where the local authority decides to carry out an EHC needs assessment, it **must** still secure all of the required advice and information in order to be able to issue a plan.

- ❖ *A reason related to the incidence or transmission of coronavirus (COVID-19) may make it impractical to complete the next stage of the process on time. In such a situation, the local authority will need to proceed to conclude the next stage as soon as practicable rather than within the statutory deadlines (16 weeks if it decides not to issue a plan, 20 weeks otherwise) (Regulations 10(1) and 13(2)).*
- ❖ *If it is impractical for the local authority to meet the initial 6 week deadline because of a reason relating to the incidence or transmission of coronavirus (COVID-19), then it must instead reach that decision as soon as practicable.*

Upon referral, signed consent **must** be provided else the EHC assessment process cannot continue. We have enclosed a training manual as well as the new referral form which **must** be completed when submitting a request.

- ❖ **We will endeavour to make decisions to assess by week 6.**
- ❖ The decision to assess is based on existing advice, therefore we request that you ensure the EHC assessment referral is comprehensive and that you submit evidence which you have gathered through your APDR cycles.
 - This may include the child / young persons My Support Plan as well as professional advice you have commissioned.

To prevent prolonging the process, an Educational Psychologist will endeavour to provide advice using a range of assessment methods. This could include using existing reports, have telephone conversations with parents/carers and children and young people, speaking to professionals, etc. Settings will receive correspondence via email and arrange a conference call or video consultation with the SENCO / relevant professionals at the setting. Parents / carers and the child / young person will also be contacted for their views.

If an EHC plan is agreed:

- ❖ in parallel with sending the EHC plan and consultation to name your setting via email, an Officer will also endeavour to contact you by phone. Please ensure messaging facilities are available in case you are not.
- ❖ Where possible parents will be emailed a copy of the draft EHC plan and phoned to ensure this has arrived by a Senior Officer; parents still have 15 days to give views and make representations on the content of a draft plan.
- ❖ A co-production meeting will be held virtually if parent requests any amends to the draft.
- ❖ We will endeavour to issue the final within the 20 week timescale.

Annual Reviews

The legislation around annual reviews remains the same. For instance, where the needs of the child and young person may have changed, **it may be necessary** for the local authority to conduct an early review of the EHC plan.

Consultations and admissions

Whilst the Secretary of State for Education now has powers under the Coronavirus Act 2020 by notice temporarily to dis-apply the duty to admit, he has not issued any such notice at this point in time.

Admissions and attendance arrangements for children with ECHP's

- All children with ECHP's are eligible to attend Nursery under Government Guidance.

Home/school contact and Home learning.

- Children's key people and the SENCO have been in regular contact with families for children with SEND, including children who have been allocated to us through the Early Years Specialist Provision consultation process. (See next section for more details.)
- Home learning packs have been sent to families where children cannot attend due to health reasons.

Transition arrangements.

- Where it is not possible to transfer information in the usual way, during COVID-19, it may be required that information is passed via secure email. This will be discussed with individual families.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of children with SEND

Support for parent carers in the Bradford District -
<https://www.carersresource.org/>

Autism support - <https://aware-uk.org/> <https://www.barnardos.org.uk/>

Bradford Actionaires for the blind and visually impaired -
<https://www.nib.org.uk/>

Bradford disabled sports - <http://www.bradforddisabilitysports.co.uk/>

City of Bradford Metropolitan District Council Services:
Switchboard: 01274 432111; www.bradford.gov.uk

Disabled Children's Information Service produce a monthly newsletter for families who have a child with SEND.

Contact: 01274 433861

Family Centre Service

Provide support and fun activities to help young children's early learning and development; including activities for children with SEND and their families. For details of a centre in your area, contact the Families Information Service.

Families Information Service (FIS) Information on childcare and short breaks, finance and benefits, health services,

Portage, and local support groups for children with SEND.

Contact: 01274 437503; 01274 431252 (Urdu, Punjabi); 01274 434905 (Eastern European).
The Light Of The World Community Centre

Local Offer Bradford

The Local Offer provides web based information on education, health and social care for families with a child aged from birth to 25 years who has SEND. www.localoffer.bradford.gov.uk

Portage Service

A home-visiting learning support and advice service for children with SEND (birth to 5 years).

Contact: 01274 439500; www.portage.org.uk

Contact details for all issues and concerns

Aire Valley Nursery Schools Federation

Abbey Green Nursery School – Headteacher – Ginny Robinson 01274 722070

Midland Road Nursery School– Headteacher – Ginny Robinson 01274 546492

The local authority local offer

Bradford Local Authority Local Offer - <https://localoffer.bradford.gov.uk/>