



## **SEND Information Report and contribution to The Local Offer**

*Little Hayes and Hillfields Early Years and Family Centre implements the Special Educational Needs and Disability Code of Practice (2014) operating a fully inclusive approach to admissions and entry to early years learning. We work closely with families and children who wish to join our school community to minimise barriers and provide full participation through an inclusive learning environment where all children are valued and supported to achieve their individual best.*

Below are some answers to questions which parents/carers might have about our local offer.

### **What is SEN?**

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*  
(SEND Code of Practice 2014)

- We provide support for children with a range of needs including those related to *Communication and interaction, Cognition and Learning, Social, Emotional and mental health and Sensory and/or Physical difficulties.*
- High quality teaching, differentiated for individual pupils, is best practice in meeting the needs of pupils who have or may have a special need. However, in some cases children will require additional support through advice from external professionals, support from the SENCO and SEN teaching assistants along with specialist resources to help them make progress.

### **Who is responsible for SEND provision?**

- The SENCO, Bushra Achoukhi (completing NASENCo award) is responsible for the implementation of the Special Educational Needs and Disability Policy and co-ordination of Additional Learning Needs provision within the setting.
- The named SEN Governor is Nakita Singh.
- The SEN support teacher is Megan Allan (Level 6, QTS)
- If you would like to contact the SENCO please contact the school office on 0117 3532899 or email [bushra.achoukhi@bristol-schools.uk](mailto:bushra.achoukhi@bristol-schools.uk)

- If you have any concerns regarding SEN matters please do not hesitate to contact us.

### **What should I do if I think my child has special educational needs?**

- Your child's key worker or class teacher is the initial point of contact for any concerns about your child.
- If you have further concerns you can also contact Bushra the SENCO.

### **How will the school know if my child has a special educational need?**

- All children's progress in the Early Years Foundation Stage is constantly monitored by teachers and the Senior Leadership Team within the school.
- Regular team meetings amongst classroom staff allow for close collaboration and sharing of children's progress and assessment materials supporting early identification of possible concerns.
- Any concerns are explored at an early stage with parents being informed and discussions about any required additional support taking place. Parents are welcome to discuss their child or any concerns they may have with the key worker, class teacher, SENCO or Senior Leadership Team.
- The setting encourages daily informal discussions with key workers on children's progress and development.

### **What if my child does not make progress and it is felt there may be a special educational need?**

- We aim to work with the parent/carer in meeting the needs of their child/children and use initial assessment materials and ongoing monitoring systems to identify at an early stage when a child may have special educational or additional learning needs.
- If even with high quality differentiated teaching targeting a child's areas of concern the child still shows limited progress the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress and expected level of progress. This will include accurate formative assessment, using effective tools and early assessment materials.
- The SENCO in collaboration with the parents/carer may seek additional advice from external professionals in the form of a referral for specific advice around the area of concern. The parent/carer would be involved in this process and have contact from the outside agency.
- An individual education plan would be drawn up if a special educational need was identified.

### **How are children with special needs supported?**

- If a 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 and Hillfields adopts this graduated approach 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.
- Outside agency involvement will often form part of this process.
- The SENCO will work collaboratively with class teachers, SEN support staff, key workers and parents to put in place an Individual Education Plan. Targets will be set around the focus area of need. The SENCO will also devise a provision plan detailing the support required throughout the session.

### **How does the setting work with parents/carers?**

- Daily feedback and discussions with classroom staff are a key element in supporting all children particularly those with additional needs. The setting adopts an open door policy whereby parents/carers are encouraged to discuss their child's progress and development informally on a daily basis with their child's key worker allowing for specific, tailored and individualised support for those children with SEND.
- At Little Hayes and Hillfields we believe in collaboration with parents/carers to provide the very best levels of support for all children.
- Termly review meetings will be held with the parents/carers, the child's key worker, SENCO and relevant professionals to discuss progress and review targets in the child's individual education plan.

### **What is an Individual Education Plan (IEP)?**

- An IEP, Individual Education Plan, is drawn up with targets and clear interventions to support your child's needs and development. The IEP will focus on the areas of concern and outline what activities can support your child's development. Staff within the setting will work with your child to support progress towards targets.
- The child's class teacher and/or SENCO aims to meet with parents/carers on a termly basis to discuss and review targets. External professionals working with the child and family are also invited to attend. Parents/carers play an important role in setting and reviewing targets and parent-teacher partnership working is essential. Often targets are informed by reports and recommendations from health professionals. Targets are specific and individualised.
- Parents/carers will be provided with copies of IEP targets and necessary resources as required to also support target work in the home learning environment.

## **How are activities differentiated for children with special needs?**

- Full access to the Early Years Foundation Stage is offered to each child through planned opportunities for learning which are differentiated to suit individual need. All teachers take responsibility for differentiating the curriculum appropriately and making effective use of resources to enable children with special needs to learn inclusively and meaningfully alongside their peers.
- The class teacher and SENCO play a key role in differentiating learning for those children with complex and high level special needs. The setting also sources additional specific resources as required to ensure children with additional needs are included in all aspects of learning.

## **What if my child has more complex special needs?**

- If your child has a special need or disability the SENCO and key worker will work closely with the parent/carer to ensure interventions are in place to support your child's progress. A multi-agency collaborative approach will be adopted where the parent/carer will have the opportunity to meet with professionals involved with their child to discuss concerns and set targets. If your child has a high level special need they will be allocated an SEN support worker who will work closely alongside their key worker to provide the additional levels of highly individualised support needed.
- The setting will devise a detailed provision plan outlining the levels of support your child may require during sessions. The nursery school has a team of SEN support staff who work closely with pupils with additional needs to ensure they are included, make progress and have focused time to work on specific targets related to their additional needs.
- A risk assessment may also be carried out to ensure that all staff working across sites are aware of your child's complex needs and the additional procedures to be implemented to ensure their health, safety and wellbeing.

## **How accessible is the nursery school environment?**

Our nursery and children's centre has

- Disabled toilets accessible on both sites for both children and adults
- Corridors and many paths accessible for wheelchairs. Doors are wide and many have a double door system enabling both to be opened if necessary.
- Good lighting and safety arrangements are maintained for all users of the sites
- Carpeting, curtains, blinds and in some cases low ceilings help absorb sound and do aid hearing impaired people.
- Signing and promotion of a total communication approach enables all groups to be involved and participate in singing, speaking, discussing and listening.
- Yellow paint lines assist visual impaired children outdoors
- Quiet and sleep areas
- Sensory resources available

## What specialist support and services are available?

When children are identified as having a special need, or there are concerns from staff and parents/carers around progress Little Hayes and Hillfields Early Years and Family Centre will involve specialists from outside agencies and seek further advice. These could include:

- Health visitors
- Community paediatricians
- Educational psychologists
- Clinic Speech therapists
- Children's centre speech therapists
- Physiotherapists
- Play therapists
- CAMHS -Child and Adolescence Mental Health Service
- Occupational therapists
- Multi-sensory Impairment teachers
- Voluntary organisations supporting specialist requirements.
- Portage/Inclusion workers linked to families
- Family support workers
- Vision support teachers
- Hearing support teachers
- Social care support

## What is an Education Health and Care plan?

- An Education, Health and Care plan (EHC) gives details of the education, health and social care support that is to be provided to a child who has SEN or a disability. It is devised by the local authority after an EHC needs assessment has been carried out. A decision to issue an EHC plan will have been made in consultation with relevant health, education and social care partners.
- An EHC plan includes information on how education, health and care agencies can work collaboratively to meet the child's needs and support the achievement of agreed targets. The outcomes for the child in the EHC plan are specific, measurable, achievable, realistic and time-bound (SMART).
- The child's aspirations play a large part in shaping an EHC plan, it is a major part of the child centred focus.
- For more information on EHC plans please refer to our [SEN policy](#).

## What support is available should my child require an Education Health and Care plan?

- The SENCO would support a parent/carers request to apply for an EHC assessment and be involved in preparing the necessary paperwork to submit to the local authority.
- Meetings would take place to gather the parent/carer and child's views and fully involve them in the application process.

- Independent Supporters are also available provided by KIDS and Supportive Parents.  
Supportive Parents: 0117 989 7725      KIDS: 0117 947 6111

### **What training have staff received in supporting children with special needs?**

- The school's motto '*Learning and Growing Together*' outlines the real commitment to continued professional development. All staff regularly attend twilight, half day, full day and long term study programmes to further support their knowledge and expertise in working with children and families.
- Many staff have attended Makaton training, Autism awareness training, Hearing Impairment and cochlear implant training, training run by speech and language therapists, SENCO conferences, Sensory Support Service training, Paediatric first aid, BRISC training, First Aid at work , SENCO training courses and much more.
- The SENCO is currently completing *the 'National Award for Special Educational Needs Co-ordination'* qualification.

### **How will you help me support my child's learning?**

- Parent/carer consultation evenings are held three times a year where you will have the chance to discuss your child progress and have advice and support on how you can help at home. In addition to this, termly IEP review meetings will offer the opportunity to find out how your child is progressing with key targets and what strategies and interventions you can also use at home to support their development.
- Regular day-to-day discussions with your child's SEN support person or key worker will provide you with up-to-date information on how your child is progressing with their learning.
- Any additional resources such as visual aids or specific resources used in nursery to support your child's IEP targets will be shared with you whenever possible. Often duplication of visual cards and picture exchange systems can be most helpful to parents supporting communication at home. Key workers are always able to provide these to parents.
- Staff can also provide information on how to access Children Centre provision e.g. classes and groups.

### **What happens when my child transfers to primary school or another setting?**

- The SENCO will work closely with the SENCO at the receiving school to provide a smooth transition for your child to the primary school or the new setting.
- A transfer meeting will be held with the SENCO and Reception teacher from the new setting. This will allow for all up-to-date information on your child to be shared and a transfer plan to be devised. The parent/carer plays an important role in this meeting - this being a key opportunity to meet with staff from the new setting.

- Little Hayes and Hillfields Early Years and Family Centre will provide support with the transition to the new setting and be involved with transition visits. For children with more complex needs this support will often continue briefly into the new academic year to ensure a smooth transition and sharing of information. Your child's SEN support worker will also be closely involved in the transition plan and become a daily link for advice and information should this be required by the new setting during the first few days of transfer.

### What support is there for parents/carers?

- As a Nursery School and Children's Centre we have a dedicated team of family support workers who can offer support and advice to parents who have children with a SEND. The family support team can offer support in the home environment and also signpost to specific groups and support services. The family support service can also provide support at multi-agency meetings and help parents/carers with difficult home circumstances which may be related to their child's special needs.
- The SENCO can provide advice about groups, parent support networks and other avenues of support for families who have a child with SEND. The SENCO will work closely with the family throughout their child's time at Little Hayes and will be available to meet with families and offer support and advice.
- Various sessions are run at the centre often on an invitation only basis specifically for those families who have children with SEND. This maybe a Makaton teaching session, a speech and language support group or drop in sessions run by health professionals.

There are support groups and additional information for parents with children who have additional needs:

- Supportive Parents  
Support for parents, children and young people with SEND  
<http://www.supportiveparents.org.uk/>  
0117 989 7725
- Bristol Parent Carers  
<http://www.bristolparentcarers.org.uk>  
0117 9396645
- South Glos Parents and Carers  
A group of parents and carers in South Gloucestershire with children and young people who have a disability or additional needs  
<http://www.sglospc.org.uk/>  
[parents@sgloparentsandcarers.org.uk](mailto:parents@sgloparentsandcarers.org.uk)  
01454 501 009
- Findability Bristol  
Local information, help and support for children and young people with special educational needs or a disability  
<http://www.findabilitybristol.org.uk/>

## Where can I get further information?

If you have any questions or would like advice around any SEN related matters please contact the SENCO. The following documents will also provide further information on SEND.

[Little Hayes and Hillfields SEN Policy](#)

[SEND Parent Guide](#)

[Early Years: Guide to the 0-25 SEND Code of Practice](#)

## SEN Abbreviations

Below are some SEN terms which are sometimes abbreviated which can often lead to confusion (even amongst us!)

Acronym	Full title
ADHD	Attention Hyperactivity Disorder
AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder(s)
BSL	British Sign Language
CIC	Children in Care (previously known as Looked After Children - LAC)
CLD	Complex Learning Difficulties
ENT	Ear, Nose and Throat
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
GP	General Practitioner
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HV	Health Visitor
IEP	Individual Education Plan
LAC	Looked After Children (now known as Children in Care - CIC)
MAKATON	A simple communication system using signs
MLD	Moderate Learning Difficulties

<b>Acronym</b>	<b>Full title</b>
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PECS	Picture Exchange Communications System
PD	Physical Disability / Difficulties
Physio	Physiotherapist
SALT	Speech and Language Therapy / Therapist
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties
SW	Social Worker
TA	Teaching Assistant
TEACCH	Treatment and Education of Autistic and related Communication handicapped Children
VI	Visually Impaired