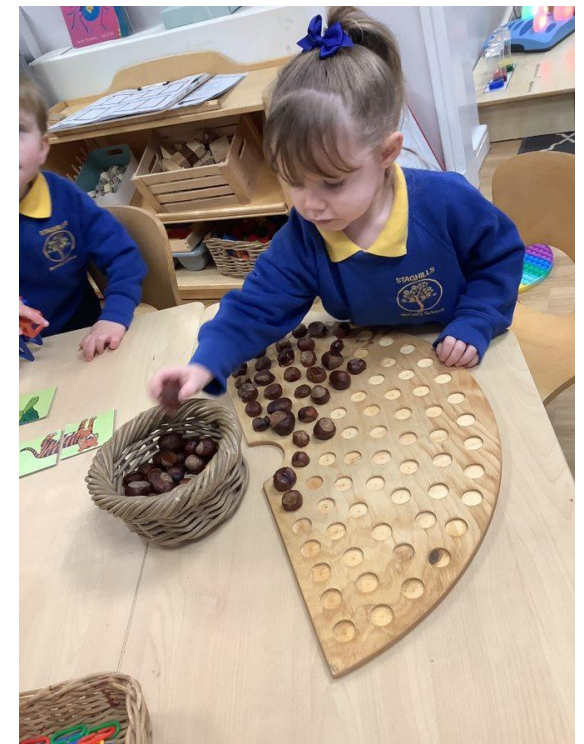


STAGHILLS



Nursery School



Staghills Nursery School Graduated Response: Supporting Children and Families with Special Educational Needs

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the code of Practice 2014 for those who have Special Educational Needs and disabled children.

The aim of this booklet is to support you in understanding the process we follow to support all children at Staghills Nursery School. If you have any worries or concerns about your child please speak to your child's keyworker, or our SENCO Joanne.

Within this booklet, we have identified and explained the process we go through to ensure we meet all your child's needs. The booklet also explain the roles of the professionals we may refer your child too. If you have shared a concern with us about your child there are different pathways we follow to ensure we meet your child's need.

We are here to make it right for every child and strive to ensure they get the best early years education. Please feel free to talk to us any time or if you prefer you can ring or email us on the contact information below.

Phone us: 01706 213303 Email:
jwaterfield@staghills.lancs.sch.uk or
head@staghills.lancs.sch.uk



SEND CODE OF PRACTICE

The SEND code of practice is an official government guide for teachers who work with children who have Special Educational Needs and Disabilities (SEND). It focuses on a family centered system of care and education. The document provides statutory guidance on duties, policies and procedures. It is in place to support children and young people with Special Educational Needs (SEN) and disabled children and young people under the age of 25 years. This statutory code contains:

Details of legal requirements that must be followed.

Statutory guidance that must be followed by law. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. The code is followed by all professionals:

- Head teachers
- Governing bodies
- School and college staff
- Special educational needs (SEN) coordinator (SENCo)
- Early Years' providers
- Other education settings
- Local authorities
- Health and social services staff



Here at Staghills Nursery School we believe that all children are entitled to an education that enables them to achieve their full potential and meet our Image of the Child. School staff have worked collaboratively on Making Children's Learning Visible. The following statements describe how we would like to see children and what we see as being most important for our young learners.

Sociable

It is important to us that children develop the skills to link with others in their learning.

Confident and Independent

It is important to us that children are confident in their own abilities and that they are able to learn independently accessing resources to develop their ideas.

Curious and Inquisitive

It is important to us that children are curious and able to explore and find out about the environment as they explore a wide range of resources.

Imaginative and Creative

It is important to us that children are imaginative ,creative thinkers who explore many possibilities.

Resilient and Persistent

It is important to us that children develop resilience and take risks in their learning, they keep on trying.

Communicators

It is important to us that children communicate in a range of ways and express their uniqueness





Identifying Children who need further support

Early identification of needs is important in order to ensure that children do not fall behind or lose their self-esteem. Many children experience difficulties at different times in their lives and it is important that any difficulties are identified and supported in the best possible way. There are four broad categories of need. The purpose of identifying which category applies to a child is to work out what action we need to take, not to label the child or fit them into a category. We always consider the needs of the whole child, particularly the Characteristics of Effective Learning as detailed in the EYFS. There are four categories:

- Communication and interaction
- Physical sensory
- Cognition and learning
- Social, mental and emotional health

When a child needs individual provision, above and beyond other children then they are placed on the school's SEND register. We use a self-evaluation inquiry processes to create a provision map. This details adjustments we make to meet the needs of all children.

We strive to work in partnership with parents.

If there are immediate concerns about a child's learning and development, these will be acted upon straight away and further support requested from relevant agencies and professionals.

Where a child's baseline is cause for concern. These children will be closely monitored and their learning, development and progress reviewed more frequently; to establish what appropriate next steps may be needed.

All staff have a responsibility to listen carefully to children's voices and to regularly observe children.

The process we follow:

Observing children:

Staff work closely with their key group and the other children within the setting. Key observations of your child's development are observed, these are used as one method of assessing your child.

Discussion with parents:

If there is any cause for concern then your child's keyworker or the teacher will ask you to come in for a chat to discuss these with you.

Implementation of actions from discussion:

Any actions that have been discussed will now be put in place, this might be a referral to another service or putting in place some focused teaching targets to work on at home and at Nursery. We refer to this as a targeted teaching plan.

6 week review:

You child will be closely supported and monitored throughout this process. After around 6 weeks of implementing some further support your child's progress will be reviewed. We will ask you to speak to us about your thoughts and the progress your child has achieved since the last discussion.

Referral to other services:

At this point it will be clearer if your child needs further support from other services. This may be Speech and Language, physiotherapy, support from the specialist teacher. This is a decision that we make together with you as the parent, we will not submit request for involvement without parental consent. All the roles of these professionals are discussed in the next pages of this booklet.

SEND register:

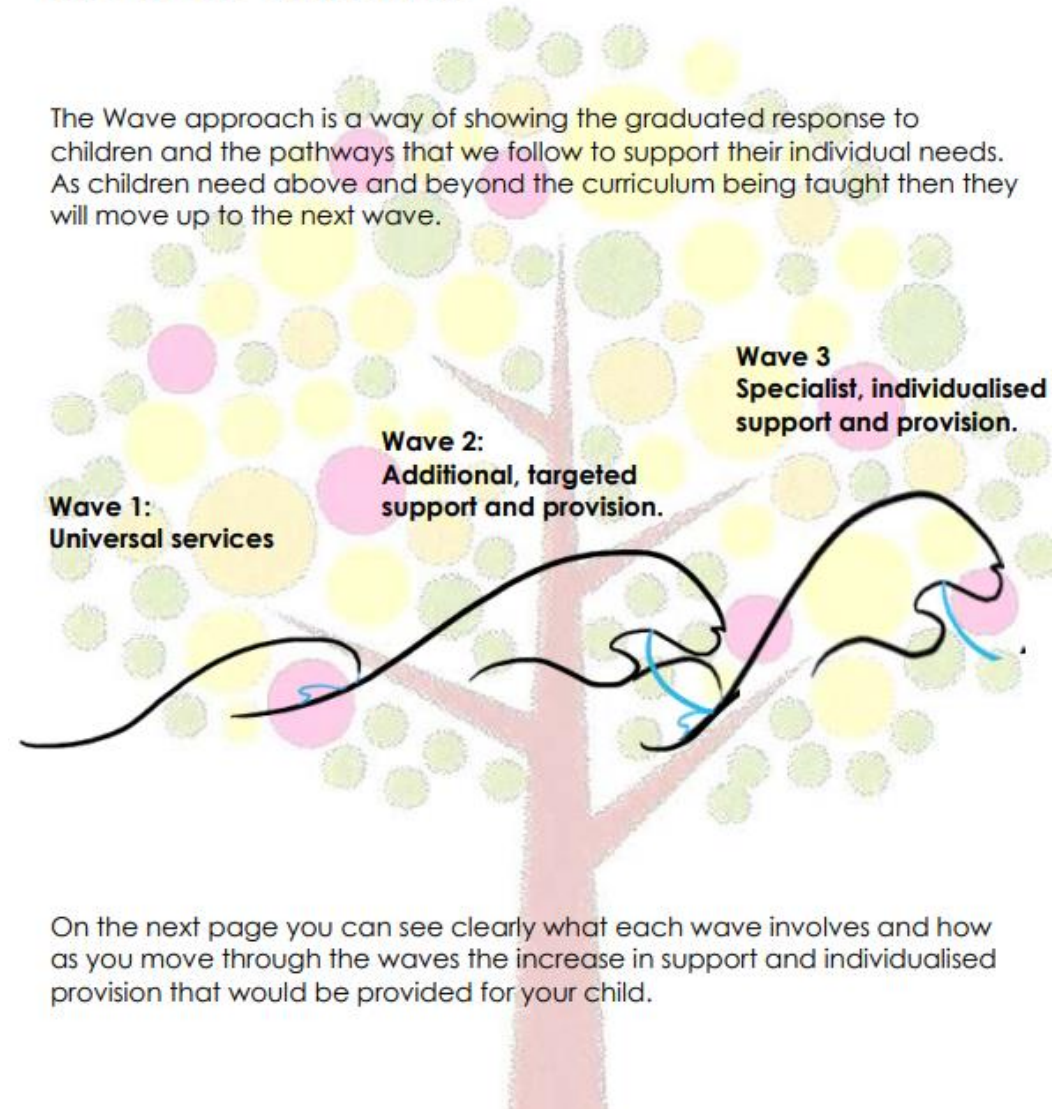
At this point you will be asked to sign the SEND register for your child. This is legally required so we have confirmation of your consent. It is a document that we hold in school to monitor children who need additional support. We are not able to refer to additional services if you do not sign and agree your child can be placed on this register.

Targeted Learning Plan:

Your child will now have a TLP (targeted learning plan). This details smaller identified targets linked specifically to your child's learning and development. These are to be worked on at home as well as in Nursery and will be reviewed every half term. If children achieve these targets sooner then they will be adapted and changed when necessary.

The WAVE approach:

The Wave approach is a way of showing the graduated response to children and the pathways that we follow to support their individual needs. As children need above and beyond the curriculum being taught then they will move up to the next wave.



On the next page you can see clearly what each wave involves and how as you move through the waves the increase in support and individualised provision that would be provided for your child.

Wave 1: Universal services

All children have access to a rich and broad curriculum, their progress will be monitored and assessed through the developmental levels of:

Schools Curriculum (developmental milestones)

Wellcomm - Speech and Language assessments.

Children's Learning Journeys.

Laever's theory of Wellbeing and involvement.

Keyworkers meet with parents/carers each term to discuss children's achievements and progress. This is shared through: informal coffee meetings at the end of the term. Children's learning is highlighted through the documentation we produce for spotlight children. All staff contribute to observations of the spotlight child and this highlights areas of interests and identifies next steps of learning for each child.



Wave 2: Additional, targeted support and provision. If a child has been assessed and is working developmentally lower than those of their chronological age or are not making progress, then the SENCO will consider moving to Wave 2.

This means that the SENCO will introduce the following measures to support the child;

Targeted activities or one to one time in session focusing on the specific needs of the individual child.

Planned interventions.

Targeted resources or adjusting the environment if needed.





Wave 3: Specialist, individualised support and provision. Children who have an unmet additional need will be at Wave 3.

At this stage children will be monitored through a Targeted Learning Plan (TLP). Targeted learning plans are written by the child's keyworker with support from the Class teacher / SENCO and parents. An informal discussion / meeting is held at the beginning of the term to identify the child's targets and again at the end of the term to evaluate the TLP and decide on possible next steps. If a child meets the targets earlier than this then they are changed at the relevant time. Other professionals' reports are used to influence the targets being set.



Professionals and their roles: It is important that we use the skills and knowledge of all professionals and to build on each other's strengths.

We do this to ensure that your child is getting a well-rounded and inclusive approach and is able to gain the best Early Years education they can.

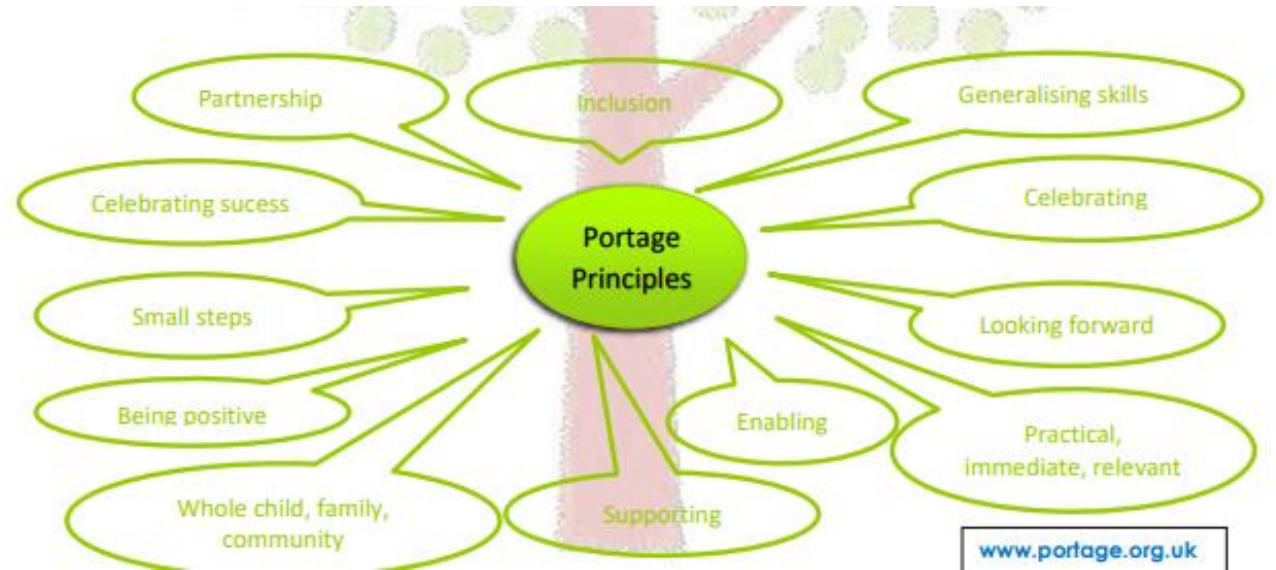
Over the next few pages we have tried to explain the roles of some of the professionals and services that we refer into for further support, advice and guidance.

These are:

- Portage
- Your child's health visitor
- The Children and Family Well Being Service Specialist Teacher Community Paediatrician
- Child Development Centre
- A CAF and TAF process
- Speech and Language therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychologist
- Educational Health and Care plan Process.

What is Portage ?

Portage is a home visiting educational service for children under the age of 3 years and is available from birth or when additional support becomes apparent. Portage services are run by Lancashire County Council and you can find details by contacting your local family information services or speaking to your child's key worker or the SENCO for further support. Specially trained home visitors will arrange and visit you regularly to support you, your child and family to enjoy play and learning activities. Portage supports parents and practitioners to use a small steps approach to learning, breaking down long term goals into achievable targets, which are practical and relevant. You will have the opportunity to discuss a developmental plan which will detail your child's strengths and abilities, along with deciding some next steps and future learning goals. As a school we will work closely with Portage and ensure we are supporting your child's needs and continuing the identified support while they are accessing this provision. Portage have their own set of principles and I have included these below to give you an idea of the support they are able to offer.





Health Visitor

Before your child was born they would have been assigned a health visitor, this is normally written in the front of your child's red book with their contact details. This is your first port of call for any non-urgent issues relating to your child's health and well-being. Your health visitor will arrange developmental checks up until your child is aged 5. Although if you have any concerns you can contact them at any time.

Health visitors have a vast range of knowledge and are great to share your concerns with and signposting you to other services if needed. When your child reaches the age of 2 years they will have a '2 year development check', often this is completed around 30 months or 2 ½ years, it is in two parts. Part one is carried out by the health visitor and the second part by the educational setting your child is attending. This is when any concerns regarding reaching milestones or any queries you may have about your child's development can be discussed. It is important then when your child has been visited by the health visitor and had a developmental check carried out that you bring this into Nursery for your child's keyworker to see.


If there are any concerns identified then we can work with yourself and your child to support them and reach the desired goals identified. Your child's key worker may take a photocopy or the yellow slip attached to your child's development check from their red book. This will allow them to discuss it further with SENCo and put in place any further support if necessary for your child.

Children and Family Well-Being service

The children and family well-being service was formed from children's centres and young people service. They support families and children between the age on birth to 19 years and children with special educational needs / disabilities up to the age of 25. Their support can come in many different ways; they offer groups or individual support and this can be in centre or within the family home.

They offer different services across a range of locations to meet the needs of the local community including:

- Support for individual children, young people or their families
- Health services – ranging from health visitors to breastfeeding
- Parenting advice for mums, dads and careers
- Activities and groups where your baby, toddler or child can play and learn
- A place to pick up Healthy Start vitamins and tablets
- Advice to help you to support your child's learning from birth
- A great place to make new friends
- Connecting with the local community
- Access to specialist support for families with children with disabilities/additional needs
- Groups for expectant mums and dads
- Advice and guidance on how to keep you and your child healthy
- Information about local childcare
- Groups for young people to attend
- Advice for young people
- Help to access adult learning opportunities
- Advice on jobs, training, and benefits
- Opportunities for volunteering <https://www.lancashire.gov.uk/children-education-families>



What is a Specialist Teacher?

This is a service for children who are 3 years and older and for most children is a continuation of Portage. Although if children's needs are identified early and significant enough they might access this service from an early age. Nursery would refer into this service to gain extra support and advice from the local specialist teacher. The specialist teacher will then arrange termly visits to Nursery to observe your child. From this observation they will write a report with possible next steps to support your child's learning and development. They also suggest further services that we could refer into to support your child and their next steps. There are also specialist teacher for the following: - Hearing impairment - Visually impaired

Role of the Community Paediatrician: Community paediatricians are developmental paediatricians. They have a clinic where they see children and young people in an outpatients capacity. They do not manage medical difficulties where there are no developmental concerns. A community paediatrician will support your child and the family through the process of supporting your child and gaining a diagnosis if this is deemed needed.

They work with children who have the following:

- Physical disabilities.
- Children with delayed milestones (speech, motor, social communication, play skills)
- Diagnosis of development disorder.
- Significant hearing or visual impairments.
- Social communication difficulties.
- Developmental and learning assessment.
- Known learning difficulties or genetic conditions. If you feel you need this service you can go to your child's GP and they are able to refer you or you can speak to us and we can also do this for you. The community Paediatrician will sign post you to the services within the Child Development Centre (CDC).



Child Development Centre

Rainbow Child Development Centre
Area 7, Level 1 Burnley General Hospital
Casterton Avenue,
Burnley Lancashire BB10 2PQ
TEL: 01282 803605

The local child development centre is at the Rainbow Center in Burnley, depending on the services you are accessing.

The service they provide are:

- Multi-disciplinary assessment of pre-school children.
- Small group therapy sessions
- Individual appointments
- Home visits
- Parental support for children with development difficulties
- Opportunities to meet other parents with similar experiences. All children that attend the child development centre would be under the care of a consultant community paediatrician, who would refer your child into this service.

Staff that work there include:

- Administrators
 - Specialist health visitors
 - Children's nurses
 - Early year's development practitioners.
 - Pediatric clinic support workers.
- The following professional may use the building to support families involved in the following services:
- Physiotherapist
 - Speech and language therapist
 - Occupational therapist
 - Psychology
 - Genetics
 - Orthoptist
 - Nursery
 - Health visitors
 - Portage

Early Help Assessment

On 6 September 2021 the Your Family's Early Help Assessment replaced the Common Assessment Framework (CAF) across Lancashire.

Lancashire will cease to accept new CAF assessments from January 2022.

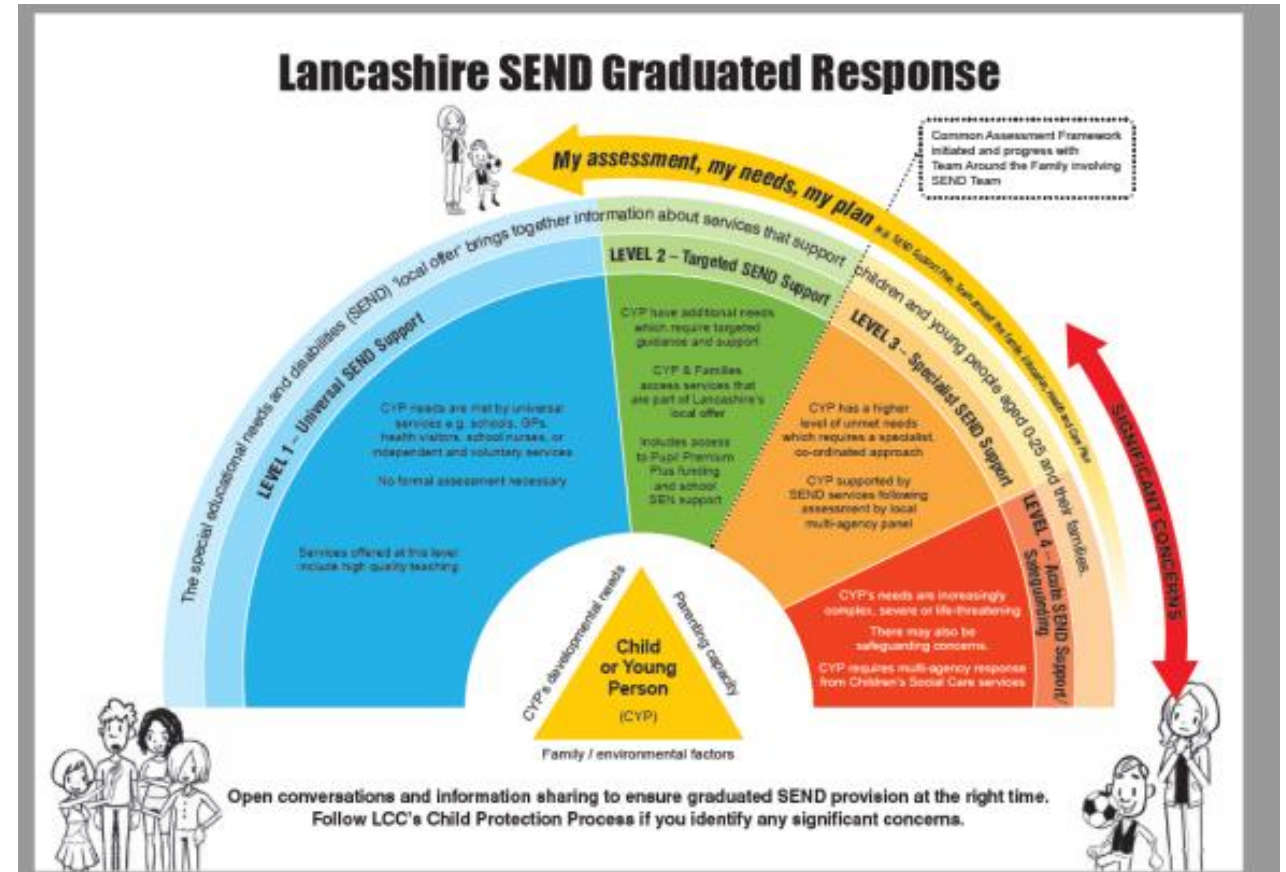
The Early Help Assessment is an intervention with a family to gather, explore and analyse with them information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences. This is recorded on an Early Help Assessment form which includes the family's Early Help Plan.

The Early Help Assessment is **not** a referral form for professionals to complete to access other services supporting children, young people and families. The Early Help Assessment should be completed by the professional supporting the family to identify the family's unmet needs and develop a plan of support with the family.

Your Family's Early Help Assessment is available to all practitioners and professionals working with children, young people, and their families across Lancashire.

Working alongside families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.

Through the Early Help Assessment, Plan, and reviews via Team Around the Family meetings the wider partnership of services can provide families with the right support at the right time.



Speech and Language (SALT)

Speech and Language therapists provide support for children who have difficulties with communication, eating, drinking and swallowing. They work with children who for physical or psychological reasons have problems speaking and communicating. Speech therapy provides strategies to support children in using their voice properly and using the muscles to make the right sounds. They help people understand language and express themselves. If you have any concerns regarding your child's speech and language or Nursery have any initial concerns then you can speak to your child's key worker or Joanne .

From this discussion we can identify what it is we are concerned about and put a plan in place to support your child's needs. If a referral is felt necessary then the school SENCo is able to refer you into this service as well as your child's health visitor or GP. When the referral has been processed the support is given by a speech therapist. Support will be tailored to individual children. Children are given a program that they are supporting working on at home and these strategies are passed onto Nursery for them to work on to. Nursery are supported by Speech therapist to ensure a consistent approach for your child.



Educational Psychologist assessment (EP)

The Educational psychology service is a team of psychologists who have specialist training in child development and how children learn. The role of the educational psychologist is to support schools and families if children are experiencing barriers to their learning. An EP request will be sent in by the School SENCO and has to be signed by you as the parent/guardian of the child.

If a request for an educational psychologist assessment is submitted it can take **up to 3 months** for them to confirm a date for a meeting to discuss this further. A timeline of the process can be found below.

Assessment is organised by school. Your child will need to be on a targeted learning plan; a reviewed TLP plan and a new TLP will need to be in place before we can send this in to panel.

School will receive a letter stating if Educational Psychologist involvement has been agreed. If it has then we have to wait for them to contact us for a date to continue.

An Educational Psychologist will ring and make an appointment to talk to Nursery and yourselves, as parents, about your child. They will also arrange a time where they can come and observe your child in Nursery and gather further information.

After the observation visit we then have to wait for the EP to send through their report. This will have some specific targets and suggestions for us to follow. These will then be implemented onto your child's Targeted Learning Planning (TLP).

Educational Health Care Process (EHC)

An EHC plan should clearly explain how your child will be supported in their Education, Health and Care needs, to achieve their full potential. It is a plan for long term aspirations as well as transition times, such as your child's move from Nursery School to Primary School. EHC plans are reviewed every 6 months and parents are involved in these reviews. If your child is not making expected progress, despite the careful planning and additional support that has been put in place, then you can request an EHC assessment. This is to be discussed with your child's keyworker and then the SENCo at Nursery. Nursery needs parent's permission to request an EHC assessment although you can request one yourself. An EHC assessment's aim is to provide a rounded picture of a child's strengths and needs and to consider what support is required for them to make increased progress. Also to ensure we have the necessary support in place for when children leave Nursery School and start Primary School. This is set out in a detailed EHC plan and agreed by you. The EHC plan is a legal document and all the organisations and services named in it must comply with the plan for your child. When it has been discussed and decided that an EHC application should be written then the SENCo will work closely with parents to fill in the necessary applications forms and gather the desired evidence to support the application. On receiving a request for an EHC assessment, the local council has six weeks to decide whether to assess your child's needs. The full assessment process can take up to 20 weeks. This is due to contacting all necessary professionals as well as yourself and the panel being able to meet and discuss your child's need. You can see a flow chart of the process on the next page. Your views are included throughout the process, and you are supported to take part in the decisions that are being made around your child. Your child's view is also very important, this may involve someone observing your child while they are in Nursery School as well as you being an advocate for your child and being their voice.

Useful website and booklets for reference.

Please ask if you need a printed copy of any of the booklets referred to below.

- The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- What to expect When – <https://www.foundationyears.org.uk>
- Local offer – There is a link this on the School website.
www.lancashire.gov.uk/children-education-families/your-local-offer/
- Information, advice and support services – Network for SEND
<https://cyp.iassnetwork.org.uk/>
- High five - www.high5lancashire.com
- Special Needs Jungle - www.specialneedsjungle.com
- EHCP journeys – www.ehcpjourneys.com