



SEN Information Report

Barnet Early Years Alliance -Special Education and Disability (SEND) information report – September 2019

Barnet Early Years Alliance is committed to inclusion in every aspect of our work and we are determined that every child should reach their full potential. We have a Special Educational Needs Coordinator (SENCo) who will oversee the provision for children requiring additional support.

SENCo – Janice Knott – 0208 449 5466 jknott@beya.org.uk

Barnet Early Years Alliance (BEYA) and Children's Centre is an alliance of three maintained nursery schools; Brookhill Nursery School, Hampden Way Nursery School and St Margaret's Nursery School. All three nursery schools provide education for children who are two, three or four years old. The Children's Centre offers services to families within the local community. BEYA Nursery Schools are situated within the London Borough of Barnet.

Our school information Report is in response to Section 6.79 of the Code of Practice which states that: The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietors policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

*A link to Barnet's Local Offer can be found at the end of this document.
Links to our SEND policy can be found in the SEND section on each Nursery Schools' website and the main BEYA policies page.*

BEYA Nursery Schools and Children's Centre's Response to the SEND Code of Practice 2015.

What kinds of SEN do we provide for?

At BEYA we make provision for children with Special Educational Needs (SEN) within the four broad areas of need as identified in the Code of Practice (2015)

Cognition and Learning

At BEYA we support children with Cognition and Learning Difficulties through high Quality First Teaching and differentiation. This includes children with moderate and multiple learning difficulties.

Children are offered a rich stimulating environment which caters for their developmental needs. Each child's learning is personalised and children's strengths and interests are taken into account. Where appropriate, children may have specific one to one or group sessions to extend and consolidate their learning.

Communication and Interaction

Children who have difficulties with communication and interaction can find it difficult to express themselves or understand what is being said to them. They may have difficulties with fluency, or forming sounds, words or sentences. We have a range of resources and strategies which we use to support children's speech and language development. We work closely with the Children's Centre and should concerns arise regarding a child's speech development we are able to signpost parents to a drop-in session or make a referral to Barnet Speech and Language Therapy. We follow strategies suggested in reports by speech and language therapists who are clinic based.

We make provision for children with social communication difficulties such as autism. These

children may have differences in the way they interact, communicate and process information. We work closely with outside agencies such as BEAM (Barnet Early Autism Model) and the Barnet Educational Psychology team to put appropriate strategies in place.

Social, Emotional and Mental Health Difficulties

For some children, difficulties in their Social and Emotional development can mean that they may need support to deal with emotions that they do not yet understand. Children may become angry and fretful and find it hard to understand why they feel this way. Where appropriate, staff are skilled at supporting children to begin to talk about and understand their own emotions and the emotions of others. We use group times to explore fears and emotions and often use puppets to help enable these discussions. With parental agreement, we are able to refer to external partners for support and advice. We are also able to make Early Help referrals for additional family support.

Sensory and/or Physical

We work very closely with outside agencies so that we are able to access the correct support for children who have either a sensory or physical need. Where possible we adapt the environment so that all children, including those with SEND are able to access the provision.

What should I do if I think my child may have SEND?

Speak to either the Key Person, the SENCo or the headteacher.

How do we identify children with SEN and assess their needs?

We follow the graduated approach as set out in the SEND Code of Practice 2015.

We hold regular staff meetings to discuss observations of children and highlight any children who are making less than expected progress and therefore may require further support due to additional needs. If staff are concerned about a child's development in any area, they will consider what is happening in the child's wider life and at home by talking to parents. They will share their observations within the staff meeting time and with the SENCo. The SENCo will make time to observe a child and will support staff to put strategies in place. A planned meeting with parents the SENCO and the key worker will take place if this is felt appropriate. Children that have been identified as needing a significant amount of additional support will have an individualised SEN support plan. This will identify the long term and short-term outcomes that children are working towards and the provision the setting will put in place to help them achieve these. These SEN support plans are reviewed termly with parents and carers.

Referrals may be made to outside agencies for involvement and this will be carried out after there has been discussion with parents/carers. If a child needs additional adult support, above what is ordinarily available, then the SENCo may apply for some short term SEN inclusion funding. (Only applicable to Barnet residents). If a child has additional long term and complex needs the SENCo may apply for an EHCP (Education, Health Care Plan) assessment.

How are parents of children with SEN involved in their child's education?

We value the importance of working in partnership with parents/carers of children with SEND. At BEYA parents are consulted and involved through the graduated approach. We make every effort to ensure a good level of communication with parents/carers so they feel informed and knowledgeable about what is happening in nursery and how their child is

progressing.

We do this through:

- An open door policy where parents can meet with the staff on a daily basis (parents can share both successes and concerns)
- Formal and informal meetings to discuss observations and assessment
- Access to online learning journals where parents are able to add their own comments and observations
- Termly meetings to review SEN support plans
- Annual Reviews for children with EHCP's
- Transition meetings for those children transferring to primary school

A SEND parent support group meets at St Margaret's nursery once a month and is coordinated by a parent advocate – if you wish to join this group please contact the SENCO – Janice Knott

How are young people consulted and involved in their education?

We value the opinions and views of all children regardless of age, need or ability. While we are supporting children with SEND we make sure that we observe, listen, talk, value and involve them as much as is possible when looking at the lines of possibility for the children. We celebrate their successes and concentrate on what they can do and their next steps.

What systems are in place to assess and review children's progress?

Assessment and review processes of children with SEND are carried out in the following ways:

- Regular team meetings to discuss children and their progress
- Assessing children through observation to see if they are meeting developmental milestones.
- Continual professional dialogue between those involved in the child's development
- SEN Plan review meetings with parents
- Multi professional meetings
- Planning meetings with the Educational Psychology team
- Meetings/conversations with outside professionals who may be working with the children
- Ongoing online observational assessment that is also accessed by parents

What arrangements are in place to support children moving between phases of education to/from other settings?

Change can be challenging for children, particularly for children with SEN. We have a range of procedures to support transition when children start nursery or enter the reception phase of the EYFS at a Primary School.

We hold regular show rounds at each nursery and are happy to discuss individual children's needs. Once the parents/carers have accepted a place at the setting the children and their families are invited to come for a number of stay and play sessions so that they may; familiarise themselves with the learning environment, meet their key worker and staff team and discuss their child's needs with the staff and SENCo.

On the last stay and play session the Key Person will arrange a home visit. The home visit gives an opportunity for all involved in the child's learning to start to build a trusting relationship where there is the chance to discuss confidential information and any concerns parents/carers may have.

The setting operates a staggered intake during the settling in process so that children have time to settle in smaller numbers and so that staff have more 1-1 time for them. We will work very closely with the family to ensure that the settling in process is as smooth as possible for all involved.

Once the child is showing signs of having built a relationship with the Key Person and is happy to play within the environment the parents/carers are invited to sit in the family room for short periods of time. If the child is happy for this to take place the key person may then suggest that the parents/carer leaves the nursery premises for a short period of time. The time the parent spends off site will be reduced or extended depending on the child's needs and how well they are coping with the settling in process. We work closely with the parents/carer to make the above decisions together.

Whenever a child with SEND moves onto another school we ensure all the relevant paperwork is forwarded to the new school (with parental permission) and the SENCO will ensure that the school is well informed of the child's needs. We try to arrange transition meetings for all children on SEN support. We also endeavour to organise transition visits supported by the Key Person and/or the SENCO for children with EHCP's.

How do we teach children with SEND and how is the curriculum and the learning environment adapted for them?

At BEYA *all* staff share the responsibility for teaching children with SEND. We ensure that all children, including those with SEND have access to and receive quality first teaching. The environment is exciting, vibrant and developmentally appropriate for all children. The environment allows children to be independent learners and all resources are accessible to all children. Some children may have specific one to one or small group play sessions to develop communication, interaction and play skills as detailed in their SEN Support Plan. We adapt and review the curriculum and environment for pupils with SEND according to the needs of each child. We put into place the plans and strategies that professionals have requested. Developmentally appropriate resources and learning opportunities are offered to all children.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of provision is continually evaluated through on going reflective observations, daily staff evaluation meetings, regular team meetings and half termly 'Child awareness meetings' with the SENCO. Detailed evaluation and review of provision is carried out in SEN plan review meetings with parents, SENCO and the child's key worker. Discussions with outside professionals contribute to the evaluation of our provision.

The SENCO and SEND governor meet to discuss the provision for children with SEND. The SENCO writes a report for the headteacher's report which is then shared with the governing body so that they are kept well informed of how well the school is supporting those children with SEND.

How accessible is the provision for children with SEND by comparison to those who do not have SEND?

At BEYA we pride ourselves on providing excellent inclusive Early Years provision for all of our families and children. Those children with SEND are treated individually and equally and have access to all of the opportunities that we provide. Children with SEND are fully included in all activities throughout the day and if needed extra support will be available enabling this to happen.

There is differentiated developmentally appropriate learning for all children, including children with SEND. The high expectations and aspirations we have for all children in school are the same for children with SEND.

How accessible is the environment?

Our buildings and outside areas are fully accessible at Brookhill Nursery School and at Hampden Way. At St Margaret's there are a few steps to negotiate when accessing the outdoor space. Accessibility Plans can be found on the schools' websites.

What is the training and expertise of the staff to support children with SEND?

- All staff, both teaching and non-teaching have ongoing training and development throughout the year.
- Staff attend training led by the LA, outside professionals and in house.
- An experienced SEN practitioner (SEN Learning Mentor) works alongside the SENCo to model appropriate strategies and interventions to staff.
- The SENCo attends regular SENCo meetings within the LA as well as a range of other courses to ensure she is aware of any developments within the SEND framework.
- Annual Epipen, first aid and safeguarding training is a rolling programme for all staff.

What support is in place for improving Social, Emotional and Mental Health development?

At BEYA we believe that children achieve best when their Social and Emotional development is nurtured and that they have a positive self-image and well-being. Children's successes are celebrated and we provide them with positive, inclusive experiences. If children find that they are faced with challenges we are there to support and reinforce the positive messages needed for them to achieve. At BEYA children's Social and Emotional well-being is of the highest precedence. Staff recognise that if children are secure in this area of development then all other areas of learning are also supported.

How does BEYA involve other outside agencies, such as health and social care, LA support services and voluntary organisations, when meeting the children's SEND needs and supporting their families?

We have excellent links with a range of Education, Health and Social Care professionals who can support the process of assessment, set long/short term outcomes to ensure the needs of children with SEND are appropriately met. Examples of such links with outside agencies can be found below:

- Health Visitors

Health visitors may alert the SENCO at BEYA if a child on their case load has been identified as having a SEND and they are due to attend one of the settings. With Parental permission information is then shared in preparation for the child to start at the nursery. The SENCO may also contact a Health Visitor (with parental permission) if they would like to gather further information regarding a child's development.

- Educational Psychologists

Our link psychologists offer support and advice for staff, children and their families.

- Speech and language therapists

We work on advice given by the therapists and put in place suggested strategies in nursery. Where possible the Key Person may attend a speech therapy session so that they may implement the strategies observed in clinic back at the nursery setting.

- Physiotherapists

We work on advice given by the therapists and put in place the plan in nursery. Physiotherapists will visit nursery to give specific advice for children on their case load.

- Occupational Therapists

We work on advice given by the therapists and put in place the plan in nursery Occupational Therapists will visit nursery to give specific advice for children on their case load.

- Medical Practitioners

We make referrals to the Child Development Team and share observations with paediatricians. Where possible and with parental agreement, the SENCo may attend Child Development Clinic appointments to share the information and observations from the nursery to inform the assessment process. The SENCO also provides emotional support for the children and their families through what may be a difficult time should a diagnosis be made.

- CAHMS

Nursery may make a referral to CAHMS with parental consent. Suggestions made in reports will be implemented at the setting

- Advisory Teachers

Local Authority Advisory teachers from services such as the visual impairment or physical disabilities team visit children in the nurseries and are often part of SEN review meetings. We work together and follow advice given. They also provide training.

- Pre School Teaching Team

We work closely with the Barnet Pre-School Teaching Team. We sometimes carry out joint home visits. Pre School teachers will observe children on their case load in nursery and be part of SEN Support Plan meetings.

- Social Care Team (From Local Authority)

The SENCO may work closely with social care to ensure that all lines of communication remain open and information is shared where necessary.

- Early help and Family support

Close links with our Children's Centre and services from other centres, mean we are well placed to support families. Staff may make a Universal Plus or Early help referral for additional family support.

- Barnet Early Autism Model (BEAM)

If a child lives in Barnet and has a diagnosis of Autism a referral is made to BEAM. Specialist facilitators in the field of Autism visit the family home and the nursery setting and work closely with the Key Person, SENCO and family, to ensure that strategies are in place to support the child to begin to access a broad and balanced curriculum.

How do we address concerns and handle complaints from parents of children with SEND about provision made at the school?

At BEYA, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you have a concern or question about provision for your child with SEND, we would encourage you to talk firstly with your key person. If you wish to discuss your concerns further, you can email, phone or make an appointment to speak to the SENCo or Headteacher.

In the unlikely event that your concern is not resolved then please make contact in writing to our chair of Governors in line with our complaints policy which can be seen on the website.

How are children who are looked after by the LA and have SEND supported?

Children who are looked after and have SEND will have both a learning plan and a SEND Support Plan which will be monitored by an allocated social worker or family liaison officer from Barnet children and families.

Is there any additional information that could be useful to parents?

More detailed information regarding SEND can be found in our SEND policy on the main BEYA policies page.

Please take some time to read this document and contact Janice Knott on 0208 449 5466 or jknot@beya.org.uk if you have any queries.

Barnet support for children with SEND can be found here (Barnet Local offer):

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Parents who wish to, can also contact SENDIASS who give additional support and advice specifically for parents of children with additional needs.

https://www.barnetlocaloffer.org.uk/site_search?utf8=%E2%9C%93&search_site%5Bterm%5D=SENDIASS