

Oxhey Early Years Centre

“Inspiring individuals to learn and thrive in a nurturing and welcoming environment.”

SEN Information Report 2020-2021

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Introduction

This Information Report forms part of the Hertfordshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. It is an information source for all parents but especially parents of children who have, or may have, needs in school, which are different to those of their peers.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEN Code of Practice: 0-25 years, January 2015)

Special Educational Needs & Disabilities (SEND) Local Offer

What is the Local Offer?

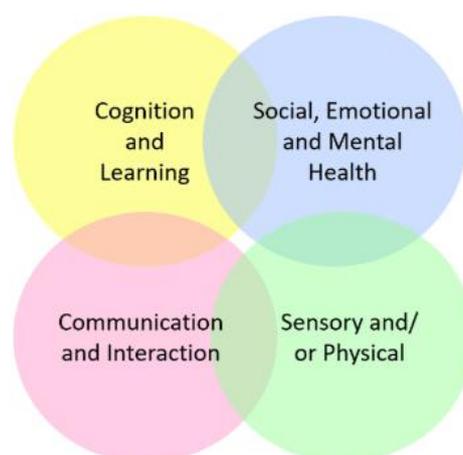
All local authorities are required to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them.

The Hertfordshire Local Offer can be accessed at:



<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

At Oxhey Early Years Centre the kinds of special educational needs for which provision is made, include those in the four Broad Areas of Need as indicated in the SEN Code of Practice (2015). These are:



The Code of Practice (2015) states that “individual children or young people often have needs that cut across all these areas and their needs may change over time”. (6.27)

1. How does OEYC know if children need extra help?

- Children are assigned a Key Person to develop supportive relationships with parents and children.
- Practitioners discuss children's progress and next steps in weekly team meetings and how children will be supported.
- Each child's attainment is assessed against the ages and stages of Development Matters, for the 7 areas of learning at regular intervals through the year.
- Practitioners attend meetings with the Senior Leadership Team (SLT) where they discuss their key children, support that is in place, strategies in use and the next steps.
- The SENCo talks to staff where there are concerns about a child's wellbeing or educational needs and a plan of action is put in place. This may include observations, additional assessments or planned interventions.

Parents

- If parents have a concern relating to their child's development or progress they are encouraged to meet with their child's key person in the first instance, to share any concerns.
- Following on from this meeting the key person will share this information with the room leader/teacher and will decide if it is necessary for the SENCo to observe the child and then meet with the parents.

2. How will staff at OEYC support my child?

- All children at OEYC are considered unique and special. Children start their learning journey with information provided by parents/carers. The home visit, 'Confidential Personal Record' and 'All about Me' documents help to share information about your child's strengths and needs.
- We provide a carefully planned, inclusive environment with qualified, dedicated staff.
- Children are regularly assessed and the teaching and learning is matched to their interests and abilities.
- Additional assessments may be completed for individual children, using the Individual Assessment of Early Learning and Development (IAELD) or through Wellcomm (a speech and language screening tool). These support practitioners in identifying more clearly potential gaps in a child's learning or development.
- If a child is classed as needing SEND support additional meetings will be arranged and as a parent you will be informed.
- Together a Pupil Passport will be written that will include relevant information about your child and how they can be best supported.



- The Pupil Passport uses the graduated approach with 4 stages of action: assess, plan, do review:



- The Pupil Passport builds on a child's strengths and interests as identified by both staff and parents and sets outcomes in the areas that require support.
- Children who require additional support will receive interventions to support them in achieving the outcomes set out in their Pupil Passport.
- Some children may receive support from external professionals such as educational psychologists, advisory teachers, speech and language, occupational therapists, physiotherapists. Staff always work in partnership with other professionals to ensure effective support is identified and established.

3. How will I know how my child is doing?

- Parents are invited to attend parent consultations each term to discuss with their child's key person how their child is doing and their next steps for learning.
- When a child in the Orange Room turns two they will receive a 2-year progress report.
- We have an online Learning Journey that is used to share children's achievements at nursery and at home. This contains observations, "Next Steps" and photographs of a child's progress and development
- Every child will receive a Unique Child Summary in the Spring and Summer Terms that will summarise their learning and Next Steps.
- Some children may have a Communication Book to allow parents and staff to communicate more regularly.
- If your child is receiving SEN support you will have more regular review meetings as part of the; assess, plan, do review cycle. A parent's views are sought so that the document is written collaboratively.
- If your child has an EHCP, we will work alongside the local authority to review the plan every 6 months.
- If your child is receiving support from external professionals you will be invited to meetings to discuss your child's progress and may receive reports following these visits.
- Practitioners are always available at the beginning and end of sessions to take a message or for a 'quick chat'. However if you feel more time is needed then a meeting can be arranged at a mutually convenient time.

4. How will the learning and development provision be matched to my child's needs?

- All children have access to activities and experiences linked to the 7 areas of learning and development as outlined in the EYFS.
- All staff recognise that children have individual needs and keep these central at all times. Activities are planned to match the needs of children and are adapted accordingly.
- Children take part in small and large group activities led by adults.
- Any interventions are regularly reviewed to evaluate the effectiveness of the provision and to inform future planning. The school provision map shows the range of interventions in place.
- Some children who receive 1:1 support may have an individualised routine to cater for additional support they may need e.g. incorporating therapy advised by an external professional.
- Children have access to high quality, stimulating resources which are constantly refreshed and chosen to meet children's needs. Some children have specific resources to match their individual needs e.g. personal visual timetables, now and next boards, toys that develop certain skills.

5. What support will there be for my child's overall wellbeing?

- All staff are welcoming and friendly and provide an inclusive, sensitive and positive learning environment.
- Personal, social and emotional development is promoted through all activities as one of the prime areas of learning.
- Children are valued for their strengths and their achievements are celebrated to support their self-esteem.
- Practitioners provide good role models for positive behaviour and are consistent in the day-to-day care of all children
- Children are provided with safe and quiet areas to retreat, if they are tired or need some quiet time to themselves
- Good attendance is celebrated and is viewed as a good indicator of wellbeing
- Staff assess and monitor children's well-being and involvement levels using 'Ferre Laevers' scales.
- If there is a concern about a child's wellbeing they will receive additional support as part of an intervention. This may involve a social skills group to promote positive friendships, or 1 to1 play sessions.
- If your child requires an Individual Health Care Plans, staff will receive training from a community nurse on how to provide the necessary care for your child.



6. What specialist services and expertise are available at or accessed by OEYC?

- The centre regularly has involvement from the following external professionals:
 - Speech and Language therapist
 - Educational Psychologist
 - Colnbrook Outreach Teacher Support
 - Early Years Advisory Team
 - Occupational therapist
 - Physiotherapist
 - Community nursing team
 - Paediatrician
- Some children may work with Family Support Workers from Children's Centres. This may include 'Team Around the Family' (TAF) meetings which engage a number of professionals
- Some children may require additional support from a social worker and an individual 'Personalised Education Plan' (PEP).
- Staff regularly signpost parents and carers to local courses that can be accessed.

7. What training and/or experience do the staff, supporting children with special educational needs and disabilities, have?

- Children are taught by well qualified and experienced staff who have received child development training and have experience working within the Early Years age group.
- Our staff team includes practitioners who are specifically trained in speech and language and wellbeing support.
- All staff members receive regular training to best support the specific needs of the pupils with SEND.
- Children are taught by staff who hold Early Years qualifications. In addition we have four qualified teachers at the Centre
- All staff attend weekly team meetings, 5 INSET (in service training) sessions a year, twilight training sessions and external training
- The Head and other senior leaders attending termly network meetings to keep up to date with the latest information and news.
- Recent training for staff includes:
 - Epipen Training
 - Supporting Children with Autism and Social Communication Needs
 - Communication & Interaction
 - Steps (positive behaviour management)
 - Picture Exchange
 - PEG feeding and care
 - Protective behaviours
 - Sensory Needs



8. How will OEYC help me to support my child's learning and development?

- We realise the importance of working in partnership with parents and ensure that regular communication takes place.
- Parents and carers have access to their child's online Learning Journey via 'Tapestry'. This Learning Journey contains observations and photographs of your child's progress and development. Staff members use Tapestry to share children's Next Steps in their learning.
- Staff listen to the information parents and carers share about their child's needs and interests and use this information to adapt planning.
- Information is shared on our website and through weekly Newsletters and Learning Journeys sent by ParentMail about ways to support learning at home.
- Practitioners share information on children's learning and development at termly parent consultation meetings. If your child is receiving SEND support, you will be invited to termly meetings to review your child's Pupil Passport.

9. How will I be involved in discussions about and planning for my child's education?

- Working in partnership with parents is a key aspect of the SEND Code of Practice and is central to our approach for supporting children with SEND.
- From the moment a child has been identified as requiring SEND support, parents are involved from the beginning.
- Parents are invited to write their child's Pupil Passport jointly with staff. We recognise that parents know their child best and the first page of a Pupil Passport allows us to write down strengths, weaknesses, likes, dislikes, etc.
- Termly meetings to discuss Pupil Passports provide an opportunity for parents to share any comments and ideas for future learning outcomes.
- Any involvement from external professionals requires parental consent and can therefore not happen without parents' permission.
- Parents are always invited to meetings with external professionals.
- Parents are always involved in the transition process and have an opportunity to share any concerns or views about how to help make the transition smooth.

10. How will my child be included in activities outside the setting?

- Procedures are put in place to enable all children to participate in as many activities both inside and outside of the classroom as possible.
- Risk assessments are carried out by members of staff.
- If it is deemed necessary for a child to have 1:1 support on a school trip then the school, in consultation with the parents, will endeavour to provide this.

11. How accessible is the building/environment?



- Oxhey Early Years is a purpose-built Centre that provides a Nursery School and day care.
- Our building is on one level and has no stairs. The grounds outside include ramps and alternative access where steps are in use.
- We adhere to the Equality Act 2010 to ensure that all children are able to access the school setting and will make Reasonable Adjustments to improve the accessibility of our environment to meet individual needs.
- We follow the advice of professionals and use specialist equipment for individuals as and when recommended such as a footrest to support posture, specialist seating equipment, etc.

12. How will OEYC prepare and support my child with transitions between home, settings and school?

- We provide introductory parents' meetings and a welcome pack
- Children have a Key Person assigned to them before they join our centre.
- All children are offered a home visit before they start so that they can meet their key person in a familiar environment.
- Children are invited to a stay and play session with their parent before their session start.
- Children moving within the setting i.e. from one room to another will have regular transition visits during the term before they change rooms.
- Children have settling in sessions to ease their transition into their room.
- Some children may need a longer and more flexible settling in period.
- In the term before children move on to school their receiving schools will be invited to visit them at nursery.
- Additional transition visits to their next setting may be needed for some children

13. How are the centre's resources allocated and matched to children's special educational needs?

- When setting the budget the head teacher and governors consider the needs of all children and the deployment of staff to ensure good use is made of the Centre's income.
- Some children may receive funding for additional support if they have an Education and Health Care Plan and support will be provided accordingly.
- If a child is working below age related expectations, appropriate resources are used to ensure access to learning.
- We have purchased appropriate resources to meet children's needs such as a trampoline, sensory resources including other activities that support children in meeting their learning outcomes.



14. How is the decision made about what type and how much support my child will receive?

- Quality First Teaching, provided by all practitioners, is the way that the needs of the vast majority of pupils must be met.
- If it is decided that additional support is required, this is provided after consultation with the child's parent/carer, relevant staff, specialist advisors as necessary.
- When a child's needs are more complex and can't be met by nursery alone, we will work with parents and carers and external professionals to request an EHC assessment to see if an Education, Health, Care, Plan (EHCP) is the next step.

15. Who can I contact for further information about the early years offer at OEYC?

If a parent has a concern about their child's development, they are always encouraged to speak to their child's key person, in the first instance. The class teacher or room leader will also be able to help and if necessary, will pass you on to the SENCo, Angela Goonetilleke senco@oeyc.herts.sch.uk

If you wish to discuss any aspects of this report then please contact the centre SENCo (details above)

If you wish to discuss your child's needs prior to starting at Oxhey Early Years Centre, you are welcome to contact the Head of Centre, Fiona Ajose head@oeyc.herts.sch.uk or the Day Care Manager Ela Konyardi, if your child is in the Orange Room manager@oeyc.herts.sch.uk



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