



## Special Educational Needs and Disability Report 2017-8

### Introduction

All staff at the Camrose Centre warmly welcome all children including those, who have special educational needs and disabilities. From September 2014 Local Authorities (LAs) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to improve choice for families and is also an important resource for parents in understanding the range of services and provision in the local area. The link to the LA Local Offer website in Northamptonshire can be found at:

<http://www3.northamptonshire.gov.uk/councilservices/educationandlearning/send/local-offer/Pages/default.aspx>.

Support and advice for parents is available from the Parent Partnership Service, which in Northamptonshire is called the Information, Advice, Support Service

<http://www.iassnorthants.co.uk/Pages/home.aspx>, tel. 01604 636111 or email: [contact@iassnorthants.co.uk](mailto:contact@iassnorthants.co.uk)

Nationally and locally all providers are expected to engage in inclusive practices. The Camrose Early Years Centre is fully committed to inclusion and we strive to ensure that all our children attain their full potential. For the majority of children this will be through high quality and inclusive teaching standards. However, for some children there are times when additional support is needed to help them achieve. This includes children with sensory and/or physical needs, communication and interaction difficulties, cognitive and learning needs and social, emotional and mental health difficulties (as identified in the SEND Code of Practice (2014)).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Camrose Early Years Centre adheres to this Code of Practice, to the Equality Act (2010) <http://www.legislation.gov.uk/ukpga/2010/15/contents> and to associated guidance by the Local Authority.

The Centre has two SENCOs (one is a Qualified Teacher and one a trained Health Visitor) and a Governor with responsibility for SEND. For any further information, please feel free to contact the Centre.



## **Admission of Children with Special Educational Needs and Disabilities**

Children with special educational needs and disabilities are admitted in accordance with the Centre's Admissions Policy. A decision as to whether a child is admitted is never based on the needs and/or circumstances of the child. The only reasons for a child not being admitted are that we do not have a vacant place or that parent(s) have not responded to the offer of a place within the timescale stipulated in their offer letter.

Should it be known in advance that a child has an additional need of any kind, the child will continue to be admitted in accordance with the policy. Once the child has been given a place and prior to the child commencing that place, one of the two SENCOs will seek additional information from parents and parental consent to obtain information from professionals already working with the child. We usually visit the family at home. This is to ensure that the child's needs can be met upon starting here. The need for any training or any medication (please see our Medication Policy) and/or equipment will be identified and put in place in advance, so that the environment and the staff are ready to receive the child and so that the child is safe and the settling in phase as smooth as possible.

In order to ensure that disabled children are not treated less favourably than other children, we will always assess the individual needs of a child, so that staff are enabled to meet those needs. Adjustments will be made to the environment as necessary, e.g. in order to facilitate the use of a walking frame, a wheelchair or other equipment. Under such circumstances we will put a personal emergency evacuation plan in place and ensure that it is rehearsed and reviewed with the child here. We will ensure access to the Early Years Foundation Stage (EYFS) by adjusting and differentiating the curriculum, the environment and the approach of staff.

## **Accessibility**

All children, including those with SEND, can access the provision for 10 hours per day during 50 weeks per year. The Centre is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Stair lifts are available.

Specialised equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the Centre's environment.



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## **Implementation of our Special Educational Needs and Disability Policy**

The Centre adheres to its Special Educational Needs and Disability Policy (reviewed October 2017). We make provision for all children, irrespective of special educational need or disability. We ensure access to the environment and to the curriculum.

All children are assessed when they start here. We use the Early Years Foundation Stage Development Matters document, which informs understanding of child development through the early years <http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

If a child is not achieving as per his/her chronological age and expected developmental stage, the key worker will discuss the child with one of the Centre's two SENCOs. In this way, children with speech and language delay, children with English as a second language and children with any actual or potential learning delay are identified and their needs met. In this way the needs of children, who have not yet had a specific diagnosis, are also identified, so that their needs are addressed and met by staff.

A conversation will be had with the child's parents and we will assess the child in more detail, using the locally developed Portage Developmental Profile. We will then ensure that the child is referred to the right professionals, be they NHS staff, such as Paediatricians and Therapists or Local Authority staff, such as Portage staff and specialist teachers. We seek their advice, set targets for the child and meet regularly with the child's parents and professionals to ensure that the child's learning and development are optimised and to ensure that the work of all professionals is effectively coordinated. Review meetings also monitor the effectiveness of the provision for the children, which is recorded on our provision map. Review meetings also consider the wider needs of the family, such as applications for Disability Living Allowance and other financial help, such as the Family Fund. We will put families in touch with departments/organisations that may be able to support and advise, e.g. the Parent Partnership Service, the National Autistic Society and many more. We work as per the policies of the Local Authority and will apply for high needs funding and make requests for statutory assessments as necessary. We contribute to the assessment process as requested.

The Head of Centre's Reports to the Governing Body contain information on the children on the SEND provision map and our SEND Governor is involved in challenging, supporting and auditing our SEND provision.



## **Teaching Children with SEND**

The way in which we teach children with additional needs is to adjust our approach and our environment to ensure that all the children are included in all activities. Our approach also entails carefully and accurately assessing their learning and development, using the Early Years Outcomes document and/or the locally developed Portage Developmental Profile; to set highly individualised 'small steps' targets with the advice of specialist colleagues; to ensure that staff have the right skills and knowledge to be able to support the children; to provide additional staff time through the high need funding; and to formally monitor the child's progress every 6 weeks.

### **How the Centre enables children with special educational needs to engage in the activities of the Centre (including physical activities) together with children who do not have special educational needs.**

We provide a range of different ways in which children can access the array of learning opportunities. All experiences and activities are available to all of the children. The staff are adept at ensuring the learning environment, their activities and teaching approaches are differentiated to meet individual children's needs. Specialist advice and support from Portage, Speech and Language Therapist and other specialist services support us in this work. Additional staffing, often provided through 'high needs funding' throughout the nursery sessions give children additional support as it is needed and also give focussed one to one support when required.

When children with additional needs attend our Forest School for example, they are supported by a member of staff who may use pictorial examples of what is expected of them. Pictures or objects of reference are used to aide communication and to engage the children in activities with other children. The targets for individual children may involve dual activities where a child with additional needs works with another without additional needs.

In group time there is always additional support so that all children can fully participate. One of the first activities often involves all the children welcoming and acknowledging each other. Extra support is also provided for children who find it hard to sit still.



**Support that is available for improving the emotional, mental and social development of children with special educational needs.**

Children with additional needs are specifically planned for and included in all learning activities. If they need some quiet time, there are spaces available for them to have such time. Transitional objects may be used to help children feel confident. Children with additional needs may be given extra time with support to complete tasks to lessen any anxiety. Each child is treated as an individual according to his or her needs.

There is much liaison between parents and staff on the well-being of the children and what may help and what may trigger certain behaviours. These discussions happen daily at dropping off and at collection times. All children's well-being is regularly tracked but if a child's well-being scores are a concern they will be monitored more closely and discussions and strategies found to improve them.

If a child displays challenging behaviours, we use the ABC approach to assess in detail what triggers may cause a given child to display such behaviours (please refer to our Behaviour Policy). We do that in collaboration with parents and with external advisors. Occasionally, when it is not possible to pinpoint any triggers, we work intensively to help the child feel calm and settled as quickly as possible after the challenging behaviours have occurred.

Children without additional needs are encouraged to support those who have. For example, by becoming a special friend, children help and guide others with routines, such as finding their peg before group time.

**Information about staff**

The staff team is extremely experienced at exploring and meeting the individual needs of children. All staff have received statutory training and are trained in First Aid and Safeguarding. There are a number of specially trained paediatric first aiders for each phase of the Centre and two designated safeguarding leads (DSLs) for safeguarding concerns.

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation. Specialist training is accessed as required, such as 'Communicating With Children with Autistic Spectrum Disorder' and 'Special Needs and the Outdoors'.



On entry, all children are assessed through a baseline assessment. When a child with additional needs attends the Centre, specialist advice and support is sought from external colleagues as appropriate to the needs and circumstances.

The specialist staff member may visit the Centre and discuss the needs of the child with one of the Centre's SENCOs and the child's keyworker. Specialist colleagues, such as teachers for hearing impaired children provide advice to staff, so that they have the necessary knowledge and understanding to be able to meet all the child's needs. If more generic expertise would be helpful, key staff will be asked to attend relevant training, e.g. on Autistic Spectrum Disorder.

Other expert advice may be received in writing, such as from the Speech and Language Therapist and from the Child Development Centre. However, if the advice needs any clarification, one of the SENCOs will contact the relevant colleagues and request clarification and/or a visit to discuss further.

### **Consulting parents of children with special educational needs about, and involving such parents in, the education of their child**

There are formal occasions such as Parents Consultations where parents are involved in discussions about their child's education. We also have an 'open door' policy where parents are able to speak to their child's keyworker before or after the nursery day to pass on a message/piece of information. Alternatively the SENCOs will always meet a parent on request.

Parents are represented on the Centre's governing body.

Parents of children with SEND are always involved in discussions and decisions about their children through the regular reviews that the SENCOs convene with external specialist staff. Parents and children are also always welcomed to attend the Centre's family learning activities.

### **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

When starting nursery, parents are asked to complete an 'All about me' form with their child. This reflects the voice of the child, showing his or her interests, concerns and strengths.

As part of the review process we collect and record the views of the child at an age appropriate level within their 'Learning Journeys' and we record the information together with information based on observations of the child in the One Page Profile. That is then



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shared and discussed at review meetings to ensure that there is agreement about it being an accurate account of the child's views.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the Centre**

Parents are involved at all stages of their child's 'journey' through the Centre. If parents wish to discuss a concern, they talk with the child's keyworker in the first instance. If they wish to take it further, then they can take it up with the Senior Practitioner. They are also always welcome to discuss the concern with the SENCo and/or the Head of Centre.

The Parent Partnership Service offers help in the event of disagreements, and the Centre makes sure that parents are aware of that service. If the parent is not content, the matter would need to be dealt with formally under the Centre's complaints policy, which is available from the Centre's website and from reception.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children**

We adopt a 'team around the family' approach, based on the needs of the individual child and family. The Centre has access to all professionals that may work with children with additional needs, and proactively contacts those, whose expertise and advice may be helpful to the child, the family and/or the Centre. Non NHS organisations, such as this Centre, can now refer directly to the specialist health services, such as the therapists and the community paediatric service. Engagement by some departments, such as Health Visitors and Children's Centre services staff continues to require further work.

**The Centre's arrangements for supporting children with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

The SENCo will liaise with the receiving school to arrange a transition programme that will meet the needs of the individual children and families. A smooth transition is ensured through early and timely planning for the transition. A specific transition plan will be drawn up and includes visits to the school, visits by school staff to the nursery and transition meetings with parents, staff and linked professionals. Information regarding the child's development and progress and individual learning plans will be shared through the transition



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meetings, to which the receiving school's SENCo is always invited. Additional transitional visits will be made if required to familiarise the child and his/her family with the new setting and staff. The child's records will be passed on to the receiving school.

For children who will be transferring to another age phase within the nursery, transition meetings are held internally with parents, staff and linked professionals. Children have regular transition visits between the nursery rooms, supported by their key worker. Staff share information and meet parents before the child starts in their new nursery room. Parents have opportunities to look around the nursery and meet the nursery team. We ensure smooth transitions through the age phases.

### **The contact details of services for the parents of children with special educational needs**

The Local Authority is responsible for making sure that parents are informed about its mediation service. Information can be found on:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/local-offer/Documents/Mediation%20and%20Disagreement%20Resolution%20Arrangements.pdf>

as well as through the Parent Partnership.



## Report on the 2017-8 cohort of children on the SEND provision map

Number of children (throughout the year), by the *main* presenting issue (each child counted once).

	Babies	Toddlers	3-4 Nursery
Speech and Language Delay			5
Communication and Social Interaction Delay			2
Emotional and Behavioural Delay			4
General Developmental Delay			
Autistic Spectrum Disorder		2	3
Specific Medical Diagnosis	1		3
Physical Delay	1	2	
Sensory Difficulties	1	1	1
Other			
Total	3	5	18

On 7.12.2017 21 children were on the Centre’s special educational needs and disability provision map, which is the highest number ever at this stage of the academic year. By February 2018 that number had increased to 26 and by July 5 had left, leaving 21.

10 of the final 21 children were in receipt of High Needs funding.

14 children went to school. Of those 14, 5 children went to school with a Health, Education and Care Plan in place. 1 child with ASD went to a specialist unit attached to a main stream school, and 1 child went to a special school, while all others went to a mainstream school. Detailed transition plans were put in place for another 3.

7 children continue to attend the centre.



### 3-4 Nursery

Attainment in October 2017 and July 2018 by children with and without special educational needs and disabilities

	October 2017	July 2018	October 2017	July 2018
	SEND	SEND	No SEND	No SEND
0-11 months	8%	5%	0%	0%
8-20 months	7%	5%	2%	0%
16-26 months	34%	9%	8%	1%
22-36 months	35%	25%	43%	9%
30-50 months	18%	42%	46%	49%
40-60 months	0%	13%	1%	42%

### Comparison of Attainment and Progress between SEND and Non SEND

Attainment in July 2018	Strands of learning	Progress from October 2017 to July 2018	Strands of learning
13% of SEND and 42% of Non SEND in 40-60 month age band.	'Making relationships': 18% of SEND in 40-60 month age band and 60% of Non SEND.	Slight difference in progress of 6%:	'The world': 36% of SEND and 34% of Non-SEND (i.e. similar) make only 1 step of progress.
42% of SEND and 49% of Non SEND in 30-50 month age band.	'Managing feelings and behaviour': 63% of Non SEND in 40-60 month age band and 9% of Non SEND.	57% of SEND and 63% of Non-SEND make 3 or more than 3 steps of progress across the 17 areas of the EYFS.	'Being imaginative': 67% of SEND and 44% of Non-SEND make 3 or more steps of progress.
44% of SEND and 10% of Non SEND (10%) in 22-36 month age band or below, i.e. a much larger percentage of SEND.	'Understanding' and 'Speaking': A majority (54%) of children with SEND in 22-36 month age range or below.		
Greater numbers of SEND (44%) than non SEND (10%) in the 22-36 month band or below.	In both areas of 'Physical Development', SEND children show higher percentages of attainment at 40-60 months age range, than in the other strands of the EYFS.		

### Conclusion

The attainment of 3-4 Nursery children with SEND is significantly lower than their Non SEND peers; while the progress of the two groups is broadly similar.



## Toddlers

### Comparison of Attainment and Progress between SEND and Non SEND

Attainment in July 2018	Strands of learning	Progress from October 2017 to July 2018	Strands of learning
<p>5% of SEND and 31% of Non SEND in 30 -50 month age band</p> <p>45% of SEND and 55% of Non SEND in 22-36 month age band</p> <p>30% of SEND and 10% of Non-SEND in 16-26 month age band and</p> <p>18% of SEND and 2% of Non-SEND in 8-20 month age band. Greater numbers of SEND (38%) in the 8-20 &amp; 16-26 month age bands compared to 12% (Non-SEND) in the 8-20 &amp; 16-26 month age bands, i.e. a 36% difference. 31% of Non- SEND in 30-50 month age band compared to 5% of SEND, i.e. a difference of 26%.</p>	<p>In the 30-50 month age band: 'Making Relationships': 27% Non- SEND compared to 0% SEND, 'Understanding': 35% Non-SEND compared to 0% SEND. There is a similar pattern in all other strands for SEND in the 30-50 age apart from:</p> <ul style="list-style-type: none"> <li>• Self-confidence: 29% SEND and 44% Non-SEND</li> <li>• Health &amp; self-care: 20% SEND and 32% Non- SEND</li> </ul> <p>In the 22-36 month age band there is no significant difference apart from:</p> <ul style="list-style-type: none"> <li>• 'Making relationships': 40% SEND and 58% Non- SEND</li> <li>• 'Managing Feelings &amp; Behaviour': 40% SEND and 60% Non-SEND</li> <li>• 'Listening &amp; Attention': 40% SEND and 54% Non-SEND</li> </ul>	<p>23% of SEND and 54% of Non SEND. made 3 or more than 3 steps of progress across the 8 strands of learning, which is a difference of 31%.</p>	<p>Listening &amp; Attention: 0% of SEND compar ed to 35% of Non-SEND make 3 or more than 3 steps of progress</p> <p>Speaking: 80% of SEND make 1 or less than 1 step of progress compared to 33% of Non-SEND make 1 or less than 1 step of progress</p>

## Conclusion

The attainment of children with SEND is significantly lower than their Non SEND peers. There is a 31% difference between children with SEND and their peers in the rate of children, who make 3 or more than 3 steps of progress.

The progress made by the two groups in Toddlers is different with Non SEND making better progress; whereas in 3-4 Nursery those two groups of children (SEND and Non SEND) make broadly similar progress.