



Who we are

Histon Early Years Centre is local authority maintained nursery school, providing sessions for nursery education funding 15 and 30 hours, funded 2's places and education and childcare provision for children 1-5 years old from 8am – 6pm. We offer high quality education and childcare in a spacious and well resourced setting with a varied outdoor environment which children access. Our Centre has a high level of well qualified staff including qualified teachers.

Children with Special Educational Needs and/or Disabilities (SEND) and their families are warmly welcomed and can be supported. The Special Educational Needs Coordinator (SENCo) and keyworkers are responsible for ensuring that the teaching and learning is appropriate for the individual needs of all children. The SENCo at HEYC is **Nikita Fay** who can be contacted via the main office on 01223 712075 or via email at nfay@histon.cambs.sch.uk. Our SEND Governor is Jane Yarwood who can also be contacted via the main office.

We are committed to ensuring that every child will have the opportunity to maximise their potential by experiencing a positive learning environment which has high expectations, values difference, offers respect, encourages independence and is challenging and supportive.

Accessibility

Accessible toilets

Accessible changing facilities

What is SEND?

"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: 0-25 years, 2015

What training and experience do the staff supporting children with SEND have?

We have a dedicated and well trained team who have experience of working with children with a range of needs, including, Autism Spectrum Condition (ASC), global developmental delay, hearing impairments, visual impairments and physical disabilities. Meeting the needs of all children is a priority for all team members. Our team has experience of working with a range of strategies to support children with additional needs such as using visual timetables and Makaton. We have staff trained specifically in Makaton, Elklan, Epi-pen training, Epilepsy training including the administration of emergency prescribed medication. All staff complete 12 hour Paediatric First Aid training on a rotational basis.

Support from Additional Agencies

Our team has worked with a wide range of professionals and teams and have built up positive relationships with these professionals. We currently work with Speech and Language therapists, Educational Psychologists, Occupational therapists, Physiotherapists, Hearing and Visual Impaired Teaching services and Early Years specialist support teachers as well as agencies specific to children within the centre.

A Graduated Response

Where a pupil is identified as potentially having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

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

Parents/Carers should talk to their child's key worker or the Centre SENCo if they have any initial concerns in regard to the child's education or development. The SENCo will guide the parent/carer sensitively through the process at each stage of the graduated approach. Additional observations of



the child will take place and there may be referrals to other agencies and/or support requested from other professionals.

How do you know if my child needs extra help?

We base all our assessments on information gathered from parents/carers and observations of the child within the setting. We collect and use on-entry data in addition to assessment data throughout the child's time at the centre whilst considering the age and stage of all children. We also use information from previous settings, health visitors and other agencies to build a whole picture of what the child can do well and what support they may need. Initial concerns are logged and the graduated response is followed to ensure that each child is receiving the individualised support needed. If a child is identified as needing further support the SENCo will guide parents/carers through the process in requesting this.

How will the staff support my child?

Children who have identified SEND are supported in a number of ways. In the Centre all key workers use visual cues and aids to support children in understanding what is going on and to establish key routines and boundaries. Key persons use tools such as Makaton and visual timetables to support children's understanding. Many children with additional needs are supported this way and through the use of differentiated resources. Children needing more support may be given some interventions to narrow the gaps in their learning. This intervention is still school based and may be for a short time to assess and monitor progress. These interventions are carried out by a key person or a learning support assistant. Some children may need a greater level of support, and when this is required they are allocated a learning support assistant to support them during their sessions at the Centre whilst still promoting independence.

How will the EYFS curriculum be matched to my child's needs?

Children with SEND are given an individual education programme which is tailored to their specific needs. This programme outlines the interventions practitioners will make to help the child make progress. Interventions include specific targets for the child to work towards that are realistic and achievable. The intervention outlines the support the children will receive; who will carry it out and for how long. Predominately it is the child's keyworker and a learning support assistant who will carry out the interventions throughout the allocated timeframe. We will also use information from other agencies, such as the speech and language service and physiotherapy service, when devising an individual education programme and training or guidance will be received from these outside agencies to ensure the provision your child receives is specific, targeted and tailored.

How will both you and I know how my child is doing?

All key persons see parents/carers to verbally feedback on a regular basis and can usually have daily informal chats. There are termly reports and curriculum evenings to share progress and also discuss any initial or rising concerns. Parents/carers and the SENCo meet regularly to set and review a child's targets. During these meetings parents/carers and the SENCo exchange information on the child's needs and the individual education programme. The staff carrying out the interventions make detailed observations of the child's progress towards their targets. The SENCO, **Nikita Fay**, is available to discuss, with parents, any worries or concerns if and when they arise.

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

Parents are viewed as partners in their children's learning and as such their views and opinions are consulted and listened to. We share all information and value their contributions. We work with parents developing ideas for supporting their children at home and put parents in touch with other agencies that can support them further. We will also discuss strategies that work well both at home and in the setting, and ensure these are incorporated in any planned intervention. This is all tailored to each individual child's needs and considers their developmental age and stage.

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

All the children have their own keyworker. Key workers develop a close and special relationship with their key children through daily practices. They share group times and regular learning meetings together. During this time the children are taught emotional and social language and are encouraged to express their feelings and needs in this safe place. Children's interests are taken into account in the



Centre planning, and the children's well being is assessed and monitored during their time at the Centre, with staff making adjustments to things we do to accommodate individual children. Parents often alert us to anxieties their children have, which we cater for and support.

How will my child be included in activities outside the classroom?

Children with SEND are included in all Centre activities. Special arrangements such as individual support are made to allow all children to attend trips and to participate in events. Parents are invited to attend when appropriate and if they are able to. Centre events are held regularly for children and their families to attend.

How will you prepare and support my child with transitions?

Work begins as early as possible to ensure a good transition for all children, but especially for those with SEND. We have close links with local schools, in particular Histon and Impington Infant School. During the transition to school we liaise with schools and encourage the teachers to visit us several times to observe and discuss what works well for children. We help to prepare the children by sharing books about their new school which outline visually what they can expect and this can ease any anxieties. Children with SEND are supported by their key person when they go to visit their new school and extra visits can be arranged if necessary.

How are resources allocated and matched to children's special educational needs?

Resources, including learning support assistants, are allocated to individual children according to their identified level of need. The individual educational programme will outline the interventions needed and the level of support. Staff training is planned to meet children's specific needs and to ensure that all staff are aware of and can identify SEND.

How are decisions made about what type and how much support my child will receive?

Decisions about the level of need are made in consultation with parents, SENCo and the Head of Centre. Certain levels of support may require a learning support assistant allocation and additional funding may need to be applied for from the Local Authority. This will be incorporated within the request for an Education and Health Care Plan or Early Support.

How are parents/carers involved in the setting?

Parents are sent weekly updates to inform them of what is going on at the setting. They are invited to curriculum evenings, show rounds, open mornings, family events and are encouraged to stay for settling sessions. Parents/carers are encouraged to look through their children's learning journeys as well as through the floor books that document our projects and group learning journeys. Parents/carers are always welcome in the Centre and once their child has settled they are encouraged to come in and help including with events such as coming along to Bramley Court and our wood's visits.

Further Support and Information:

Cambridgeshire Local Offer: The council produce a Local Offer which provides information explaining the support that is available to children with SEND in this area. It includes information from schools about the teaching and services they offer and out of area support for the most complex and rare needs that cannot be met locally. www.cambridgeshire.gov.uk/localoffer

SEND Information, Advice and Support Service (SENDIASS): Additional impartial and confidential support for parents can be obtained by contacting SENDIASS (formerly the Parent Partnership Service). www.cambridgeshire.gov.uk/sendiaass

Pinpoint: A St Ives based charity supporting Cambridgeshire parents/carers - especially those who have children with additional needs and disabilities. www.pinpoint-cambs.org.uk

Reviewed:



Histon Early Years Centre
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT
Reviewed November 2019
Next review November 2020

To review: