



**Histon Early Years Centre**  
**SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**  
**INFORMATION REPORT**  
**October 2022**  
**To Be Reviewed: October 2023**

**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.

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.

Children with Special Educational Needs and/or Disabilities (SEND) and their families are warmly welcomed and can be supported. The Special Educational Needs Coordinator (SENDCo), head of centre, keyworkers and SEND Governor are responsible for ensuring that the teaching and learning is appropriate for the individual needs of all children.

The SENDCo at HEYC is **Nikita Todd** who can be contacted via the main office on **01223 712075** or via email at [ntodd@histon.cambs.sch.uk](mailto:ntodd@histon.cambs.sch.uk) / [office@histon.cambs.sch.uk](mailto:office@histon.cambs.sch.uk). Our SEND Governor is **Heather Inwood** who can also be contacted via the main office.

**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*

**Accessibility:**

Accessible toilets

Accessible changing facilities

Ground floor building and gardens

**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, genetic conditions, communication delay, feeding difficulties, hearing impairments, visual impairments, complex medical needs, and other 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, Diabetes and pump training, Enteral feeding training and lots more. 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, Specialist Teachers, Occupational therapists, Physiotherapists, Community Nursing Teams, Private support agencies, 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.” *SEND Code of Practice 2015*

### **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 SENDCo if they have any initial concerns in regard to the child's education or development. The SENDCo will guide the parent/carer sensitively through the process at each stage of the graduated approach and through additional support steps if necessary. 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 of our assessments on information gathered from parents/carers and observations of the child within the setting. We collect and use on-entry information in addition to assessments completed 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 discussed with the SENDCo 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 SENDCo 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 play-based interventions to narrow the gaps in their learning. This intervention is still school based and may be for a short time to assess and/or 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 a process can be followed and they may be allocated a learning support assistant to support them during their sessions at the Centre whilst still promoting their own independence skills.

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

Children with SEND are given specific targets which are tailored to their specific needs and in line with any advice or guidance from other professionals. This can outline interventions that practitioners will make to help the child make progress. Interventions include specific targets for the child to work towards that are realistic and achievable, and which do not remove them from their play-based learning. Predominately it is the child's keyworker and/or a learning support assistant who will carry out differentiated tasks with the child and information will be shared with others on a need-to-know basis. We will 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.



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**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 times in the year when you will be invited to meet your child's key person and events such as curriculum evenings to share progress and also discuss any initial or rising concerns. Parents/carers and the SENDCo can meet regularly to set and review a child's targets. During these meetings parents/carers and the SENDCo exchange information on the child's needs and targets. All staff make detailed observations of the child's progress towards their targets. The SENDCo, **Nikita Todd**, can be available to discuss, with parents/carers, any worries or concerns if/when they arise as well as signposting parents/carers to other agencies.

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

Parents/Carers 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 highly 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 alongside external professional's advice, if applicable. Information gathered can be shared and observations can be discussed together. This is all tailored to each individual child's needs and considers their developmental age and stage throughout also.

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

Key workers develop a close and special relationship with their key children through daily practices. Staff also work with all of the children in the rooms holistically to ensure that good relationships are formed. Children and adults 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 may have, which we cater for and support through daily practices and targeted group work.

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

Children with SEND are included in all Centre activities. Special arrangements and adaptations 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 the schools within Histon and Impington, Martin Bacon Specialist School and Castle Specialist School. During the transition to school we liaise with future settings 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. The SENDCo can discuss the child before transition starts to ensure elements are in place to support.



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**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 and agreed supporting plan. The individual educational programme will outline the interventions needed as well as the level of support. Staff training is planned and monitored 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, SENDCo 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 Early Support, through an Early Help Assessment and/or an Education, Health and Care Plan.

**How are parents/carers involved in the setting?**

Parents/Carers are sent weekly updates to inform them of what is going on at the setting from the head of centre in addition to termly room updates. They are invited to curriculum evenings, show rounds, open mornings, family events and are encouraged to take part in centre activities and events. 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 to share their ideas and expertise with the centre to allow us to draw from people's strengths. Parents/Carers are involved in professional's meetings to share, discuss and make arrangements for their child; considering the child's views, opinions and identified needs throughout.

**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](http://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/sendias](http://www.cambridgeshire.gov.uk/sendias)

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](http://www.pinpoint-cambs.org.uk)