



Camrose
Early Years Centre for Children & Families

**Special Educational Needs and Disability
Report
for Academic Year 2020-2021
Covid Pandemic**

Introduction

All staff who work within Camrose Early Years 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/children-families-education/SEND/local-offer#_ga=1.211710869.1870993352.1464882433

Support and advice for parents is available from the Information and Advice Service

<http://www.iasnorthants.co.uk/Pages/home.aspx>

tel. 01604 636111 or email: contact@iasnorthants.co.uk

Information, Advice and Support Service:

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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 (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Camrose Early Years Centre has a SENCo and a Governor with responsibility for SEND. For any further information, please feel free to contact the Nursery School:

Admission of Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities are admitted in accordance with the School's Admissions Policy. For all parents of children with Special Educational Needs, places will be offered once full consideration of need has been undertaken to ensure the child's needs can be met and appropriate support given.

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 admissions policy. Once the child has been given a place and prior to the child commencing that place, the SENCo will seek additional information from parents and parental consent to obtain information from professionals already working with the child. We will always 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 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 children with additional needs are fully included, we 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 15 or 30 hours per week during 38 or 48 weeks per year. Provision is also provided for fee paying children, including children with SEND from 3 months to 4 years for 48 weeks of the year on a full time or part time basis. The Nursery School is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The buildings are fully wheelchair accessible and has disabled toilet facilities. 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 Nursery environments.

Implementation of our Special Educational Needs and Disability Policy

The Nursery adheres to its Special Educational Needs and Disability Policy. We make provision for all children, irrespective of special educational need or disability. We ensure access to the environment and to the curriculum. For all parents of children with Special Educational Needs, places will be offered once full consideration of need has been undertaken to ensure the child's needs can be met and appropriate support given.

All children are assessed when they start here. We use the Department for Education Development Matters document, along with other assessment methods which informs understanding of child development through the early years.

If a child is not achieving as per his/her chronological age, then the key worker will discuss the child with the teacher working within the Nursery School, the School's SENCo and the parents. This will enable children with speech and language delay and children with any 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 Pediatricians and Therapists

or Local Authority staff, such as the specialist support service 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 information, advice support 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 Executive Headteacher'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.

How the Nursery enables children with special educational needs to engage in the activities of the Nursery School's (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 at nursery. 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 Specialist Support Services (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 focused one to one support when required.

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 are learning to listen and attend when sitting with a group of children.

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

Children with additional needs are 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 or distressed 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 closely to help the child feel calm and settled as quickly as possible after the challenging or distressed 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 in Safeguarding and there are a number of specially trained paediatric first aiders for each of the schools, one designated safeguarding lead and deputy safeguarding leads (DSLs) for safeguarding concerns.

Training is refreshed annually 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. Training includes Sign a Long training to aid children's communication skills, Autistic Spectrum Disorder training, behaviour management support and team teach for positive handling.

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

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 the Educational Psychologist. However, if the advice needs any clarification, the SENCo would 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 SENCo will always meet a parent on request. The new Voice of the Child document 'Do you know me', is completed with parents and their child where possible before their start to nursery. This will then be used to track children's development and well-being through the year and support the planning of their individual learning needs/requirements.

Parents are represented on the Governing body. Parents of children with SEND are always involved in discussions and decisions about their children through the regular reviews that the SENCo convenes with external specialist staff e.g. Specialist Support Service.

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

As highlighted above the 'Do you know me' document will be completed at the first visit with the child's key person. This reflects the voice of the child, showing his or her interests or fascinations, concerns, strengths, uniqueness, well-being levels, family dynamics, cultural celebrations, learning styles and schemas. It also highlights ways in which children communicate and identifies areas that are important for them. This will be reviewed regularly by nursery staff and by the SENCo at any review meetings held.

As part of the review process we collect and record the views of the child at an age appropriate level within their 'Record of Achievement Books' together with information gained from observations of the child and in the 'Do you know me' profile. These observations are then shared and discussed at review meetings. Staff use cameras and video footage to capture the voice of the child, this is shared at the review meetings and recorded.

Any arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the Nursery School

Parents are involved at all stages of their child's 'journey' through the nursery schools. If parents wish to discuss a concern, they would talk to the child's keyworker in the first instance. If they wish to take it further, then they can take it up with the Deputy Managers/teachers.

If the parent is not content, the matter would need to be dealt with formally under the School's complaints policy, which is available 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 schools have access to all professionals that may work with children with additional needs, and will contact those, whose expertise and advice may be helpful to the child, the family and/or the nursery. Non NHS organisations, 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 requires further work. In some cases the family may agree to an Early Help Assessment (EHA) to bring agencies together in support of the family.

Arrangements for supporting children with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.

The SENCo will liaise with the receiving school to agree transition arrangements 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 meetings. 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 within the nursery, transition meetings are held internally with parents, staff and linked professionals where possible. Children have regular transition visits between the nursery rooms, supported by their key worker. Staff share information, complete home visits 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 will 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:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/ehc-mediation.aspx>

Updated in Oct 21

Report on the 2019-20 cohort of children on the SEND provision map

No. of children (throughout the year), by the main presenting issue (each child counted once).

	0-3-'s	3-4's
Speech and language including social interaction	4	10
Emotional and self regulation delay		
Global developmental delay	2	1
Autistic Spectrum Disorder	2- not diagnosed	4
Specific medical needs	1	1
Physical delays or disability	4	1
Other		
Total	13	10

Total		School action level support	Request for Educational Health Care Plan	High Needs Funding	SALT referral and involvement	Specialist support services or others
Nursery year	10	0	7- 1 received before starting school	6	10	7
N1	13	5		5	3	1

Impact of Special Needs Education Support

A total of 23 children were provided with support from specialist professionals and practitioners at Camrose. This involved the SENCO working with the parents and professionals to agree targets and support for the child within the nursery, referrals to other agencies and professionals and training for the staff working with the children.

As this was during Covid pandemic, attendance was limited due to Government regulations. We also had some children vulnerable to Covid who had to isolate. Telephone support was provided along with home learning resources and support offered. Children that did not attend had weekly telephone support and were encouraged to return to nursery as soon as possible.

Children had their individual support plan with outlines their needs and targets.

Specialist practitioners provided one to one or small group support during the sessions dependant on the level of need for the child and the specific targets set for them. Specialist support included special and language teachable experience including the language steps programme, personal and social and emotional support and specific support for physical and medical needs.

Due to the Covid pandemic referrals for high needs funding and further assessment were delayed due to non attendance and closures from outbreaks. 6 children received high needs funding from April/May for the duration of the year, along with a further 5 as late as July/August 21.

The total received for high needs funding was £21,561.

The funds were used for cost of the high needs specialist support provided by Early Years practitioners. Two EYP’s full time shift pattern to cover early and late shifts £57,456. This also included access to the Forest School Garden for specific focus work on their targets and prime areas.

Children still received their review process to ensure their progress and attainment was assessed termly and the voice pf the child and parent was obtained to agree next steps.

6 Educational Health Care requests were made for children transiting to school and all were accepted for the assessment process.

One child received their EHCP before starting school.

Specialist Support Services were in regular contact with the Centre and with families through the pandemic to provide support.

Children that transitioned to School in September 21. Impact of interventions and support

Baseline Assessment Children with SEND		All children 36 months and above						
		Age Band						
%		-20 months	-26 months	-36 months	-50 months	-60+months	Learning Goals	
Area	Aspect							
Personal, social and Emotional	Making Relationships	18%	55%	18%	9%	0%	0%	
	Self Confidence & self-awareness	36%	18%	27%	18%	0%	0%	
	Managing feelings & behaviour	36%	18%	36%	9%	0%	0%	
Communication & Language	Listening & attention	27%	36%	18%	18%	0%	0%	
	Understanding	36%	36%	9%	18%	0%	0%	
	Speaking	27%	55%	9%	9%	0%	0%	
Physical Development	Moving & handling	0%	9%	64%	27%	0%	0%	
	Health & self care	9%	64%	18%	9%	0%	0%	
Literacy		30%	25%	20%	25%	0%	0%	
Mathematics		9%	64%	18%	9%	0%	0%	
Understanding the World		21%	33%	42%	3%	0%	0%	
Expressive Arts & Design		0%	36%	36%	27%	0%	0%	

The table above identifies the developmental delay on entry of the children with SEND and the areas of need. High proportion required additional support with physical development- self care and health along with communication and language and social needs.

Final assessment July 2021						
Assessment	9					
SEN Status	yes			View Graph		
		Age Bar				
Area	Aspect	8-20 months	6-26 month	2-36 month	0-50 month	0-60+month/ Learning Goals
Personal, Social & Emotional	Making Rel	0%	18%	55%	27%	0%
	Self Confid	0%	9%	27%	64%	0%
	Manging fe	0%	27%	45%	27%	0%
Communication & Language	Listening &	0%	27%	55%	18%	0%
	Understand	0%	27%	55%	18%	0%
	Speaking	0%	36%	45%	18%	0%
Physical Development	Moving & h	0%	0%	55%	27%	18%
	Health & se	0%	18%	36%	27%	18%
Literacy		0%	29%	33%	29%	10%
Mathematics		5%	45%	27%	14%	9%
Understanding the World		6%	24%	45%	24%	0%
Expressive Arts & Design		0%	27%	23%	50%	0%

The final assessment demonstrates the improved progress within the prime areas as children have moved one whole age band from either 16-16 to 22-36 or 22-36 to 30-50 months.

Progress over the year 2020-21										
No.	Year Progress									
Area	Aspect	1	2	3	4	5	6	7	8	9
Personal, S	Making Rel	2	3	2	1		2			
	Self Confid	1	1	2	1			1	2	1
	Manging fe	1	2	4		1	1			
Communica	Listening &	5		3	1		1			
	Understanding		4	3	1	1				
	Speaking		2	7						
Physical De	Moving & handling			4	1					
	Health & self care		1	6		1	2			
Literacy	Reading		2	2		1			1	1
	Writing	2	2	1	1		1			1
Mathemati	Numbers	2	2	4						
	Shape, spa	2	2	2						
Understand	People & co	1		4	1					
	The world	3	1	4	2					
	Technology	1	2	2	2		1	1		
Expressive A	Exploring &	2	1	5						
	Being imag	3	1	1	1					

Evidence above shows that children with SEND made rapid progress over the year even through such challenges times with the pandemic. The promotion of the Nursery remaining open for SEND through the lockdowns and the weekly contact with parents encouraged attendance to Nursery. Rapid progress for some children is in the areas with most delay such as Physical with six children making three steps of progress across the year and a further two children making 8/9 steps. Also, in the prime area of communication and language, good progress has been seen in speaking in which seven children made three steps of progress across the year.

Further information regarding the interventions and levels of support can be found on the Provision map.