



Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Our centre

Effra Early Years Centre offers early years provision for children from 0 -5 years old.

- We are an inclusive centre and we welcome applications from parents and carers of children with special educational needs or disabilities.
- We offer provision for 2 -3 year olds to a maximum of 32 daily places.
- Our nursery centre has places for up to 125 over 3's on both a full-time and part-time basis.
- We provide an extended day 'wrap around' service from 8.00 am to 6.00 pm.
- Our children's centre offers a wide variety of services to young children , parents and families
- Our outreach workers provide advice and support to families across a wide range of issues or difficulties.
- In addition we offer a similar range of services to children, parents and families at our satellite centre at Brockwell Park.

We offer a broad, balanced high quality curriculum which meets the EYFS requirements for learning and development and care.

All Lambeth maintained centres have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in the centre. All centres are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Effra Nursery Centre will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within the centre and ways in which parents and children may access the support required.

Many of the centre's other policy documents and statements provide further detail of our commitment to inclusivity and how we support children with SEND and their families.

In particular refer to our:

- Accessibility policy
- Accessibility plan
- Admissions policy
- Equalities act statement
- Equalities policy
- Inclusion Policy
- Supporting children with medical conditions policy.

The people who support children with SEND in the setting.

Teacher/keyperson (s/he is recommended as the first point of contact if you have any concerns).

S/he is responsible for:

- Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- In collaboration with the SENCO, writing SEN support plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Making sure that all members of staff working with your child in centre are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with your child in the centre are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Making sure that the centre's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

You can contact your child's teacher/keyperson by talking to them at the beginning or end of their session or by phoning or e-mailing the centre on 020 7733 8425 or admin@effra.lambeth.sch.uk

The Special Educational Needs Co-Ordinator (SENCO)

Rob Jenner

S/he is responsible for:

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the centre's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in the centre.
- Making sure that you are:
 - Fully involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Fully Involved in reviewing how they are progressing
 - Fully involved planning your child's support.
- Liaising with all the other people who may be coming into centre to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the centre's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this centre are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for key persons and support staff in the centre so they can help your child (and other pupils with SEND in the centre) to achieve their potential.
- Supporting your child's key person to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our centre.

Contacted by: asking the key person to arrange for them to contact you, or by telephoning the centre to make an appointment on 0207 733 8425 or emailing rjenner@effra.lambeth.sch.uk

Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or intervention

A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The key person and SENCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.

A child may receive support from a number of adults, and a conversation with the key worker or SENCO will give you a fuller picture than may be obtained from a single supporting adult.

Of course, as a nursery setting we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

Community Outreach Workers	<p>Effra's Community Outreach Workers provide advice and support for families and carers in a wide range of issues or needs.</p> <p><i>Contacted by: asking the key person to arrange for them to contact you, or by telephoning 0207 326 7979</i></p>
Head of Centre Jan Bennett	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the centre, this includes the support for children with SEND. S/he delegates responsibility to the SENCO and key persons but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • S/he must make sure that the Governing Body is kept up to date about all issues in the centre relating to SEND. <p><i>Contacted by: telephoning the centre for an appointment on 0207 733 8425 or emailing jbennett@effra.lambeth.sch.uk</i></p>
SEND Governor Emily Mc Guinness	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the centre has an up to date SEND Policy • Making sure that the centre has appropriate provision and has made necessary adaptations to meet the needs of all children in the centre. • Making sure that the centre's SEN funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the centre who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the centre and being part of the process to ensure your child achieves his/her potential in centre. <p><i>Contacted by: writing to the SEN Governor via the centre or telephoning the centre office on 0207 733 8425 or emailing admin@effra.lambeth.sch.uk</i></p>

How could my child get help at the centre?

Children will get support that is specific to their individual needs. This may be all provided by the key person or may involve:

- Staff who will visit the Centre from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
 - Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

What are the different types of support available for all children, children with SEN and /or disabilities in the centre?

Types of support provided - also showing the stage of the Code of Practice children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
Key person input via good/ outstanding classroom teaching.	<ul style="list-style-type: none"> The key person will have the highest possible expectations for your child and all pupils in their key group. All teaching is based on building on what your child already knows, can do and can understand. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Learning Assistant to help with a particular difficulty. 	All children in the centre receive this.
<p>SEN Support:</p> <p>Where the key person and the centre SENCO, on the basis of high quality evidence conclude that a pupil needs additional targeted support.</p>	<ul style="list-style-type: none"> Your child's key person will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. You will be immediately informed and be a full partner in planning and reviewing additional support or interventions. The key person will plan with you and the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. Interventions may include small group work or individual sessions on a specific theme. 	Any child who has specific gaps in their understanding of an area of learning or development.
Support provided through an Education, Health and Care Plan (EHCP).	<ul style="list-style-type: none"> If, despite the good and outstanding class room teaching, referrals to outside agencies to advise and support that the centre has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the centre, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer web site This is done in full partnership with you and your child. After the centre has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report, to which your 	Any child who has been identified by the key person or SENCO as needing a particularly higher level of individual and small group support which

child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.

- If they do not think your child needs this, they will ask the centre to continue with the SEN Support in the centre and provide further support to you and the centre to ensure your child's needs are met.
- After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.
- The centre must make its best endeavours to put in place the support identified in the plan.
- The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.

cannot be provided from the resources already delegated to the centre.

How will we support your child with identified SEND starting at Effra Early Years Centre?

- When applying for a place at Effra Early Years Centre, please give details of any health or developmental needs that have been identified by your Health Visitor, including contact details of any professionals you have been referred to.
- We will invite you to visit Effra with your child to have a look around, speak to staff, meet the SENCO and the key person who will work with your child, and discuss the kind of support needed.
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and also visit your child if they are attending another provision, setting or centre.
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting
- Following the settling in period, the key person will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in centre to monitor the progress of your child and invite you into centre at least once a term to review this with you.

How can I let the centre know I am concerned about my child's progress?

- If you have any concerns we recommend you speak to your child's Key Person initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Head teacher
- If you are still not happy you can speak to the centre SEN Governor.

How will the centre let me know if they have any concerns about my child's learning?

- When a key person or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the key person will raise this with the SENCO. If you have raised the concern the centre will invite you in to discuss it and plan a way forward.
- The key person will discuss your child's progress with you at our termly parents' conferences, when you will be informed of your child's progress and any additional support being given.
- We also have regular meetings between each key person and a senior staff member in the centre to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the centre will make a decision about whether to monitor this or invite you to a meeting and will inform you.
- At this meeting we will discuss with you
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together to support your child at home/in the centre.

Who are the other people providing services to children with SEND in the centre?

A. Directly funded by the centre.

- Teaching Assistants
- Additional Educational Psychology input to provide a higher level of service to the centre
- 1:1 or small group teaching

B. Paid for centrally by the Local Authority but delivered in the centre

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy

C. Provided and paid for by the Health Service

- Physiotherapy
- Professional training for centre staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- Centre Nurse
- Speech and Language Therapy

D. Voluntary agencies

- National Autistic Society
- MENCAP

How are the adults in the centre helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the key persons in planning for children with SEN.
- Effra has a Centre Improvement Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole centre training on SEND issues or to support identified groups of learners in centre, such as those with ASD, Speech difficulties, etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the centre's approach for children with a SEND.
- Individual key persons and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the centre's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the centre, please speak to the Head teacher or SENCO/ Inclusion Manager.

How will the teaching be adapted for my child with SEND?

- Key persons plan activities according to the specific needs of all groups of children in their key group, and will ensure that these are adapted where necessary to enable your child to access their learning as independently as possible.

- Specially trained support staff can implement the key person's modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the centre. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will the teaching be adapted for my child with SEND?

The Early Years Practitioners in the centre plan experiences and activities according to the specific needs of all groups of children in the centre, build on children's prior experiences, and reflect their individual needs. These will enable children to access learning as independently as possible.

- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the nursery. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in the centre? And how will I know about this?

- Your child's progress is continually monitored by his/her key person
- His/her progress is reviewed formally every term using the Early Years Foundation Stage guidance. Your child's key person will discuss their progress with you at a termly parent conference.
- Children in receipt of SEND Support will have a provision map or an SEN support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Informal meetings with your child's key person, at the beginning or the end of sessions
 - Termly Parent Conferences
 - Home/centre contact book
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's key person regularly so we know what they are doing at home and we can tell you about what we are doing in the centre. This is to ensure that we are doing similar things to support them both at home and the centre and can share what is working in both places.
- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- SEND support plans will be reviewed with your involvement each term.
- A home/centre contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The key person or SENCO will help you with ideas for ways in which you can support your child at home, following any meetings held with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.
- ***If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.***

How have we made the centre physically accessible to children with SEND?

- The centre is accessible to children with physical disability via ramps.
- All rooms are accessible to children with physical disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The centre has a regularly updated accessibility plan which can be viewed on this website.
- The centre is included on the *Lambeth disabledgo website* <https://www.disabledgo.com/organisations/london-borough-of-lambeth> because of its accessibility for people with disabilities.
- The centre has staff trained to support children with a range of needs.
- If you have a specific concern please make contact with the SENCO on **0207 733 8425** or by emailing rjenner@effra.lambeth.sch.uk

How will we support your child when they are leaving the centre?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child, in a way that is appropriate for their age, to identify how they are feeling about the move and discuss with them and with you how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.

- Where possible we will support a visit (or several visits, if necessary) to the new school in advance of the move.
- Where appropriate, we will arrange for the SENCO, teacher, or key person from the school your child is moving to, to meet and observe your child at Effra.
- We will make sure that all records about your child are passed on as soon as possible.
- Your child's key person will plan activities to support their understanding of the changes ahead including preparing a 'moving on' book for your child if appropriate.

GLOSSARY OF TERMS

SEND Support	Support provided at centre stage of the SEND Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
LSA	Learning Support Assistant providing SEND Support
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
ELLP	Early Language Lead Practitioner