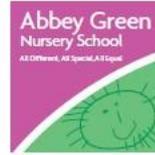


Aire Valley Nursery Schools Federation



Special Educational Needs and Disabilities (SEND)

Information Report 2020/2021 (reviewed December 2020)

Each school has a SEND Co-ordinator and a named Governor who take a lead for SEND provision in our schools ensuring it is well managed and identifying any areas for improvement.

	Abbey Green	Midland Road	Strong Close
SENDCO	Hannah Clark		Laura Ross
SEND Governor	Cath Webber	Cath Webber	Rosemary Morgan

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What kinds of SEND are provided for in our schools?

All of our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs,
- Moderate/severe/profound and multiple learning difficulties

Abbey Green, Midland Road and Strong Close Nursery Schools are designated as 3 of 5 Nursery Schools in the district with Early Years Enhanced Specialist Provision.

The current number of pupils on roll across all schools is as follows

Academic Year 2020/21	Abbey Green	Midland Road	Strong Close
School Support	9	6	13
SEN Support +	10	11	5
Early Years Enhanced Specialist Provision Place	8	5	13

- SEN support + children receive EYIF funding or are awaiting EYESP placement.

How is SEND identified and assessed?

Identification is made by staff through:

- Observations
- Information received through other agencies e.g. Speech and language therapist
- Concerns expressed by parents.

All our schools follow the stages set out in the revised SEND Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Parents are consulted at every level of the intervention. Action is then taken to put effective support in place – this is known as the graduated approach

- Staff gather information through observations and assessments to identify any concerns, but also children's strengths

- Concerns are shared with the school SENCO as soon as possible • Parents/carers are consulted and any concerns discussed.
- An Individual Support Plan (ISP) is written by the class teacher with support from the SENCO and put into place.

Provision for extra support is made within the resources of the nursery

- The staff team remain responsible for working with the child on a daily basis
- Any interventions are reviewed termly

Review

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- Interventions may need to be adapted
- Help from external agencies as well as further intervention is required.

How are parents and children involved in consultation?

Our work with children is shared with and informed by parents through a range of strategies:

- Day to day discussions and dialogues
- Phone calls home
- Your child's electronic observation record
- Home/school diaries
- Parental consultations
- ISP reviews
- Team Around the Family meetings
- Annual questionnaires
- Additional meetings as required

The progress of children with an EHC Plan is formally reviewed at an Interim and Annual Review with all adults involved with the child's education.

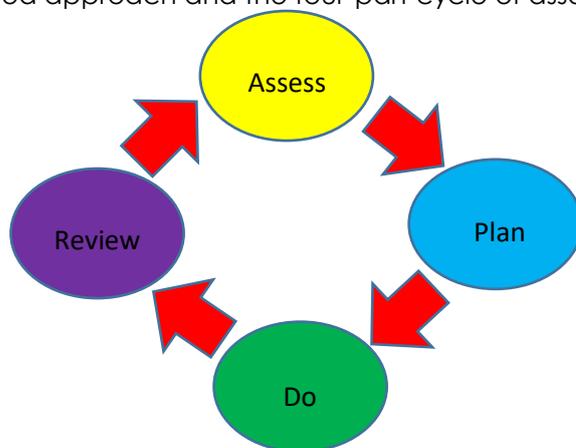
Children's views are considered at all times, staff are trained in observing and identifying children's needs, likes and dislikes and this informs all their interactions.

How are children assessed and reviewed towards their outcomes?

Children's progress is continually monitored by their class teacher or room leader through on-going observations and assessments, using the following as appropriate;

- EYFS Development Matters – ages and stages of learning
- The Early Support Developmental Journal may also be used
- Individual Support Plans (ISP)
- Additional assessment tools such as Autism Progress Framework, Intensive Interaction Framework

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



- The teacher's/lead practitioners work closely with the SENCO to carry out a clear analysis of the child's needs. This will draw on:
- The teacher's//lead practitioner's assessment and experience of the child
- Their previous progress and attainment and behaviour

- Other teachers' /lead practitioner's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This is done informally on an ongoing basis but more formally on a termly basis.

How do we support a child's move to primary school?

Transition to primary school or specialist setting is a key part of the child's educational journey. As soon as your child is allocated a Primary School we make contact with them in order to plan transition arrangements.

When your child is moving to another school we will:

- Contact the new school's SENDCO and arrange a meeting between, parents, SENDCO, and class teacher
- Agree any visits / meetings as needed.
- Make any special arrangements and support that needs to be put in place for you and your child.
- Make sure that all records about your child are passed on as soon as possible to the receiving school

Please read our Transition to Primary School leaflet for further details on applying to Primary school. This details all of the current provisions available in Bradford and the process of applying for both Mainstream and Specialist provision and schools.

What is our approach to teaching children with SEND?

We believe in equality of opportunity and that this will only exist when we recognise and value differences and work together for inclusion. Inclusion does not mean that everything is the same for all children it means that we meet the needs of all children. A higher level of support within the setting which enables the children to gain the most from their experience in our schools. In addition to this, individual or group interventions are in place to help children with SEND to make progress.

Teachers are responsible and accountable for the progress and development of all the children in their class.

- Quality First Teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.
- Recommended interventions are also used where appropriate.
- Professional advice is integrated into the curriculum.

How are curriculum and learning environments adapted to cater for the needs of children with SEND?

Provision for children with SEND is planned carefully and we have alternative spaces and provision as needed, however children are also integrated into the mainstream classrooms and are able to access the same provision as their peers.

We make the following adaptations to ensure all children's needs are met:

- Adapt the environment and activities to suit individual needs
- Adapting our resources and staffing

Using recommended aids; picture cues, choosing boards, objects of reference, computers

See Accessibility Plan for more information.

What additional support will children with SEND receive?

All of the Nursery Schools in our Federation are designated as Early Years Enhanced Specialist provision. The school provides a high level of staffing and a specially adapted curriculum for the children who attend this specialist provision.

Children with SEND who do not qualify for specialist provision will be part of mainstream provision. They will have an ISP in place which will be monitored by their key person and their class teacher. Any specialist interventions will be delivered by their key person.

We have specialist teachers and practitioners and support workers who are trained to deliver or implement interventions and alternative communication systems recommended by other professionals such as 'Intensive Interaction', 'Objects of Reference', and 'Makaton'. Staffing ratios are carefully considered in order to meet the needs of each child.

We work with a range of agencies to provide support for children with SEND and value the expertise and support that multi-agency working brings -See Working with other agencies

How is the effectiveness of the provision evaluated?

We believe that the quality of our provision is maintained through clear policies and procedures which are monitored regularly.

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions
- Classroom observations
- Monitoring by the SENDCO
- Monitoring by the named governor
- Monitoring by external sources, such as OFSTED or SEND specialists
- Holding annual reviews for children with EHCPs.

How are children with SEND enabled to engage in activities that others take part in?

It is important that all children are able to take part in all aspects of nursery life regardless of their SEND.

- All children are encouraged to go on visits
- All children are encouraged to take part in enhanced activities e.g. Dance
- No child is ever excluded from taking part in these activities because of their SEN or disability

NB – individual risk assessments and adjustments to staff will be done to ensure that children can take part safely.

What support is provided for emotional and social development?

Children's Personal, Social and Emotional development is one of the seven areas of learning within the Early Years Foundation Stage curriculum and staff plan and assess all children on an ongoing basis. More specific planning and assessment for children with SEND will take place as needed and this includes use of:

- Developmental Journal or Development Matters assessment tools
- Individual targets are given to children to help support this development with Intensive Interaction, small group work and support for peer to peer interactions.

Working with other agencies.

Working with outside agencies is a crucial element of support for children with SEND. We endeavour to work in a cooperative way with all outside agencies to ensure the best support is provided for children with SEND.

Services provided by Bradford Authority supporting children with:

- Visual impairment
- Hearing impairment
- Physical and Medical team
- Multi-Sensory
- Autism Outreach Service
- Pre 5/ Early Years' Service
- Educational Psychology Service

Services provided by health

- Physiotherapy
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Health Visitor
- Child Development Centre
- Community Paediatrician
- Professional training for staff to provide medical interventions

Amendments During Covid-19

Since 23rd March 2020 the country has been in lockdown due to the Covid-19 pandemic. There are several changes to the provision for children with SEND to accommodate home learning and manage transition to primary school. Covid-19 amendments to usual practice are as follows:

Changes to the Education, Health Care Assessment Process and Annual Reviews.

The following information has been taken from a Local Authority Update on the duties of schools and Local Authorities during COVID-19.

The 20 week process

The local authority **must** still consider requests for a new EHC needs assessment or a re-assessment. Where the local authority decides to carry out an EHC needs assessment, it **must** still secure all of the required advice and information in order to be able to issue a plan.

From 1 May to 25 September 2020 (inclusive) the Regulations which provide most of the statutory timescales for the EHC needs assessments and plans processes will be modified.

- ❖ *A reason related to the incidence or transmission of coronavirus (COVID-19) may make it impractical to complete the next stage of the process on time. In such a situation, the local authority will need to proceed to conclude the next stage as soon as practicable rather than within the statutory deadlines (16 weeks if it decides not to issue a plan, 20 weeks otherwise) (Regulations 10(1) and 13(2)).*
- ❖ *If it is impractical for the local authority to meet the initial 6 week deadline because of a reason relating to the incidence or transmission of coronavirus (COVID-19), then it must instead reach that decision as soon as practicable.*

Upon referral, signed consent **must** be provided else the EHC assessment process cannot continue. We have enclosed a training manual as well as the new referral form which **must** be completed when submitting a request.

- ❖ **We will endeavour to make decisions to assess by week 6.**
- ❖ The decision to assess is based on existing advice, therefore we request that you ensure the EHC assessment referral is comprehensive and that you submit evidence which you have gathered through your APDR cycles.
 - This may include the child / young person's My Support Plan as well as professional advice you have commissioned.

To prevent prolonging the process, an Educational Psychologist will endeavour to provide advice using a range of assessment methods. This could include using existing reports, have telephone conversations with parents/carers and children and young people, speaking to professionals, etc. Settings will receive correspondence via email and arrange a conference call or video consultation with the SENCO / relevant professionals at the setting. Parents / carers and the child / young person will also be contacted for their views.

If an EHC plan is agreed:

- ❖ in parallel with sending the EHC plan and consultation to name your setting via email, an Officer will also endeavour to contact you by phone. Please ensure messaging facilities are available in case you are not.
- ❖ Where possible parents will be emailed a copy of the draft EHC plan and phoned to ensure this has arrived by a Senior Officer; parents still have 15 days to give views and make representations on the content of a draft plan.
- ❖ A co-production meeting will be held virtually if parent requests any amends to the draft.
- ❖ We will endeavour to issue the final within the 20 week timescale.

Annual Reviews

The legislation around annual reviews remains the same. For instance, where the needs of the child and young person may have changed, **it may be necessary** for the local authority to conduct an early review of the EHC plan.

Consultations and admissions

Whilst the Secretary of State for Education now has powers under the Coronavirus Act 2020 by notice temporarily to disapply the duty to admit, he has not issued any such notice at this point in time.

Opening information

- The Aire Valley Nursery Federation made the decision to close Abbey Green Nursery School and provide childcare for eligible families (Vulnerable children, Children with EHCP's and children of Key Workers) at Midland Road Nursery School.
- The week commencing 15th June, Midland Road started its wider opening, offering 2.5 days, 30 hours and paid for childcare. Due to the continuing Pandemic there have been changes to children's hours and the sessions offered to enable consistent staffing and deep cleaning.
- The week commencing 22nd June, Abbey Green commenced its wider reopening offering morning or afternoon sessions 4 days a week to enable consistent staffing and deep cleaning. Due to the continuing Pandemic there have been changes to children's hours and the sessions offered to enable consistent staffing and deep cleaning.
- Changes to children's days and sessions are inclusive of children with Education, Health and Care plans. Changes have been made to ensure that our nursery schools have made 'reasonable endeavours' to secure appropriate provision to meet the outcomes written into their EHCP.
- There will continue to be changes to arrangements to admissions and transition sessions during the continuation of the pandemic.
- Visits to settings are only available for the children and families of children with SEND and will follow a set procedure to maintain the health and safety of all children, staff and visitors.

Admissions and attendance arrangements for children with ECHP's

- All children with ECHP's are eligible to attend Nursery under Government Guidance and Schools must complete a Risk Assessment for all of the children who fall under into this group.
- This Risk Assessment contains information about the child, the level of personal risk that COVID-19 poses to them, their needs, an assessment of whether they would be safer at home or school and an outline of how school will use 'reasonable endeavours' to meet the outcomes set out in their EHCP.

Pupil Name (Include date of birth)	Address and contact details (Include phone numbers and email addresses)	Risks from COVID-19, (Bear in mind any underlying health conditions, medication, health reports and care packages).	Ability of parents or home to ensure their health and care needs can be met safely	Potential impact to the individual's wellbeing (Consider changes to routine or the way in which provision is delivered)	Safer at home or school	Alternative arrangements / provision being provided to meet Section F of EHC plan. (Detail your 'reasonable endeavours' to secure or arrange provision)	School actions (make note of actions you as a SENCO need to undertake as well as when parents were corresponded with and their thoughts)
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- Where parents and carers have made the decision that it is safer for their child to remain at home this is also detailed in the Risk Assessment.
- Where a child is medically shielding or is clinically vulnerable, a discussion is held with parents and if they are in agreement, the child is recorded on the Risk Assessment as safer at home. This is reviewed regularly as Government guidance changes.
- These cohort Risk Assessments are shared with the Local Authority on request.
- On re-admittance to the setting an individual Risk Assessment is completed by the setting SENCO using the most up to date information about the child, as provided by the family, and Government Guidelines.

Home/school contact and Home learning.

- Children's key people and the SENCO have been in regular contact with families for children with SEND, including children who have been allocated to us through the Early Years Specialist Provision consultation process. (See next section for more details.)
- This contact has included phone calls, emails and regular Facebook updates.
- Children and families have received updated copies of their ISP's detailing their learning objectives for the summer term. Targets have been taken from discussions with families and any recent paperwork including reports from external professionals and EHCP's.
- Home learning packs have been sent to families which included items to be used during interactive group times with the SENCO and SEN team.
- Coffee mornings have been offered to parents to discuss transition and making choices for Primary School. These were conducted virtually and invited parents to discuss their experiences of

choosing a Primary School and invited teachers from Local Specialist Provisions to talk about their schools and what they offered.

Families with whom The Setting has had no contact.

- Where the setting has had no contact with a family on their EYESP register or about whom they have a concern, staff members may make contact with other professionals who are involved with these children.
- This contact may involve phone calls, emails or where deemed necessary joint home visits to ascertain that the child and family are safe. During these visits COVID-19 guidelines will be followed at all times these must be arranged with the Head of School or the SENCO.

Transition arrangements.

- During the COVID-19 Pandemic changes have been made to the transition arrangements for all new incoming children. For most children these transitions have been paused until the autumn term, when this process will be reviewed. These must be arranged with the Head of School or the SENCO.
- For new children with SEND, transition is still able to take place following the updated transition procedure after discussions with parents and undertaking an Individual Risk Assessment for the child.
- For new families of children with SEND setting visits are being reintroduced following COVID-19 guidelines. These must be arranged with the Head of School or the SENCO.
- Transition arrangements for existing children moving to their Primary School Placements has been conducted via telephone or email consultations.
- Upon allocation of Primary School Places, contact was made with all schools and specialist provisions by the SENCO and the class teacher.
- Information where possible will be given to the receiving school in person and signed for upon receipt. This follows the usual transition process for all children.
- The information passed to the receiving school includes; Assessment information, SEND records, EHCP paperwork, Risk Assessments and attendance information.
- Where it is not possible to transfer information in the usual way, during COVID-19, it may be required that information is passed via secure email. This will be discussed with individual families.

Selecting the right provision for Primary Schools.

- As a result of the COVID-19 Pandemic the Local Authority is asking parents of children in Key Transition years, including Nursery, to make selections for their Reception 2021 placement at the end of the Summer Term or start of the autumn term via an EHCP review.

Key dates for this process are:

- A letter will be sent to parents detailing what is expected of them with regards to requesting provision.
- An Annual Review of your child's EHCP will be conducted in which your setting will detail your preferences for Primary provision for your child.
- These Annual Reviews and Transition Discussions must take place by **Friday 18th September** for those requesting Specialist Provision (including Resourced Provisions) and **Friday 24th October** for those requesting Mainstream Provisions.
- The School SENCO can support you with the process of collecting information on the schools in your area that could meet your child's need.

Governmental and Local Authority Guidance used to advise Schools and Nurseries during the COVID-19 Pandemic

- Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19) Updated 29 May 2020
- Supporting children and young people with SEND as schools and colleges prepare for wider opening Updated 18 June 2020.
- Guidance on Temporary Legislative changes. Issued by Bradford Local Authority SEN team. Last Updated 19th June 2020
- Phase Transitions for Early Years, Primary and Secondary children. Issued by Bradford Local Authority SEN team. Last Updated 19th June 2020

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO in the first instance. They will then be referred to the school's complaints policy.
The parents of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
Exclusions
Provision of education and associated services
Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of children with SEND

Support for parent carers in the Bradford District -
<https://www.carersresource.org/> Autism support - <https://aware-uk.org/>
<https://www.barnardos.org.uk/>
Bradford Actionaires for the blind and visually impaired -
<https://www.rnib.org.uk/> Bradford disabled sports -
<http://www.bradforddisabilitysports.co.uk/> City of Bradford Metropolitan District
Council Services:
Switchboard: 01274 432111; www.bradford.gov.uk
Disabled Children's Information Service
Produce a monthly newsletter for families who have a child with SEND.
Contact: 01274 433861
Family Centre Service
Provide support and fun activities to help young children's early learning and development; including activities for children with SEND and their families. For details of a centre in your area, contact the Families Information Service.
Families Information Service (FIS) Information on childcare and short breaks, finance and benefits, health services,
Portage, and local support groups for children with SEND.
Contact: 01274 437503; 01274 431252 (Urdu, Punjabi); 01274 434905 (Eastern European).
The Light Of The World Community Centre
Local Offer Bradford
The Local Offer provides web based information on education, health and social care for families with a child aged from birth to 25 years who has SEND. www.localoffer:bradford.gov.uk Portage Service
A home-visiting learning support and advice service for children with SEND (birth to 5 years).
Contact: 01274 439500; www.portage.org.uk
Specialist Inclusion Project
Offers clubs, groups and holidays sessions for children with SEND aged 8 to 18

Contact details for all issues and concerns

Aire Valley Nursery Schools Federation
Abbey Green Nursery School – Headteacher – Ginny Robinson 01274 722070
Midland Road Nursery School– Acting Headteacher – Ginny Robinson 01274 546492
Strong Close Nursery School – Headteacher – Helen Jones 01535 605272

The local authority local offer

Bradford Local Authority Local Offer - <https://localoffer.bradford.gov.uk/>