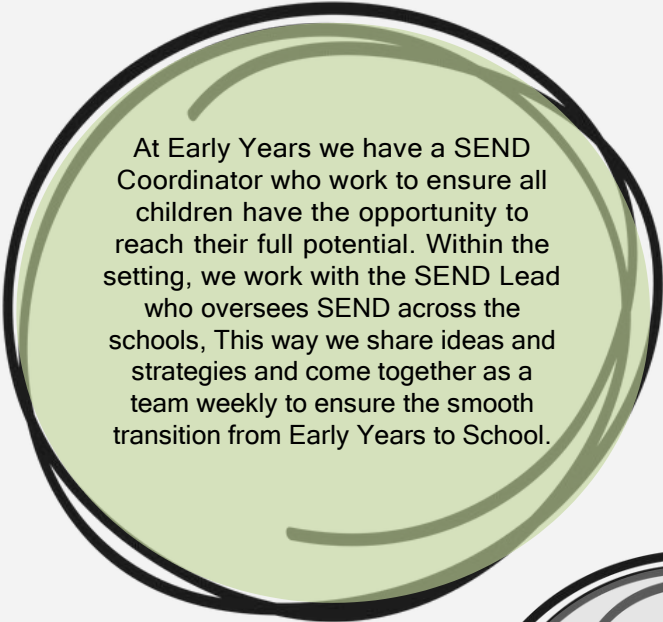


# ESBA Early Years SEND Parent Information Leaflet

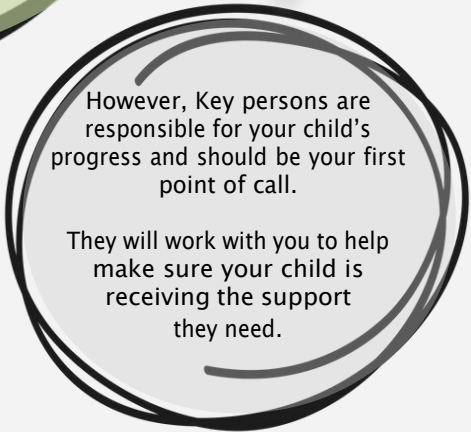

Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to others.

We know that the most important people in any child's life are their parents. You know your children best of all. What you as parents think, feel and say is important to us. We will listen to you and feel it is important that you are fully involved in decisions that affect your children in the setting.

If your child has SEND, they will be able to access help – called SEND support.



At Early Years we have a SEND Coordinator who work to ensure all children have the opportunity to reach their full potential. Within the setting, we work with the SEND Lead who oversees SEND across the schools, This way we share ideas and strategies and come together as a team weekly to ensure the smooth transition from Early Years to School.



However, Key persons are responsible for your child's progress and should be your first point of call.

They will work with you to help make sure your child is receiving the support they need.

# Who's Who...

At ESBA Early Years we work closely together to help our children with SEND to reach their full potential. We believe working together is the best way to support your child.

## Meet the ESBA Management Team

Kate Campbell  
ESBA Early Years Manager

Natalie Abou-Chakra  
Deputy Early Years Manager

## ESBA Early Years SEND Lead



Anna O'Fee  
(Deputy Early  
Years Manager &  
SEND Lead)

# Universal Support: All Children

As a setting we support your child in a number of different ways. Key persons are ultimately responsible for your child's progress and needs. They will plan and use a range of strategies to help your child achieve their full potential.

Sometimes children need extra help within the setting – this does not necessarily mean your child has SEND. Most children will struggle with an area of their learning in their academic lives. If this happens, your child's key person may use different strategies, interventions or individualised provisions to help them progress further.

- Key persons will regularly check your child's progress and identify any struggles they may have.
- Key persons will adapt their teaching to meet individual needs if your child is not making expected progress.



## What support can we put in place?

The support provided is to help children achieve the outcomes or learning objectives that have been set for them. Support can take many forms.

This could include:

- differentiated learning in their rooms
- extra help from a key person and SEND lead
- making or changing materials and equipment
- working with your child in a small group
- observing your child in room and keeping records
- helping your child to take part in the room activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them
- supporting your child with physical or personal care difficulties, such as eating, getting around the setting safely, toileting or dressing.

# What is SEN Support?

If your child has made less than expected progress even with support and provisions put in place in their room, then your child may need 'SEND Support'. SEND support is a four stage cycle also known as 'the graduated approach'.

It is help that is additional to or different from the support generally given to most children of the same age. The purpose of SEND support is to help your child progress with their learning and development.



*The SEND Code of Practice says, 'Where a pupil is identified as having SEND, schools should take action to remove barriers to Learning and put effective special educational provision in place.' (6.44)*

## The SEND Code of Practice

The SEND Code of Practice is statutory guidance for organisations that work with and support children with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2015 and associated regulations, and it applies to England.

The Code of Practice (2015) covers the 0–25 age range. It includes guidance relating to disabled children and young people, as well as those with special educational needs (SEN). Disabled children and young people may not have SEN, but are covered by this guidance as well as by the Equality Act 2010.



## **Special educational needs and disability code of practice: 0 to 25 years**

# The Graduated Approach: The Four Stages

The graduated approach starts at early years level. Key persons are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes

increasingly personalised:

## Access

Key person will work with the Special Educational Needs Coordinators (SENCOs) to assess your child's needs so that they give the right support. We will involve you in this and seek your child's views.

## Plan

If we decide that your child needs SEN support we will discuss this together. Each term, we will offer you the opportunity to meet with your child's key person to plan next steps.

During this meeting, you will have the opportunity to set termly targets.

## Do

SENCOs will support key persons to help put provisions in place.

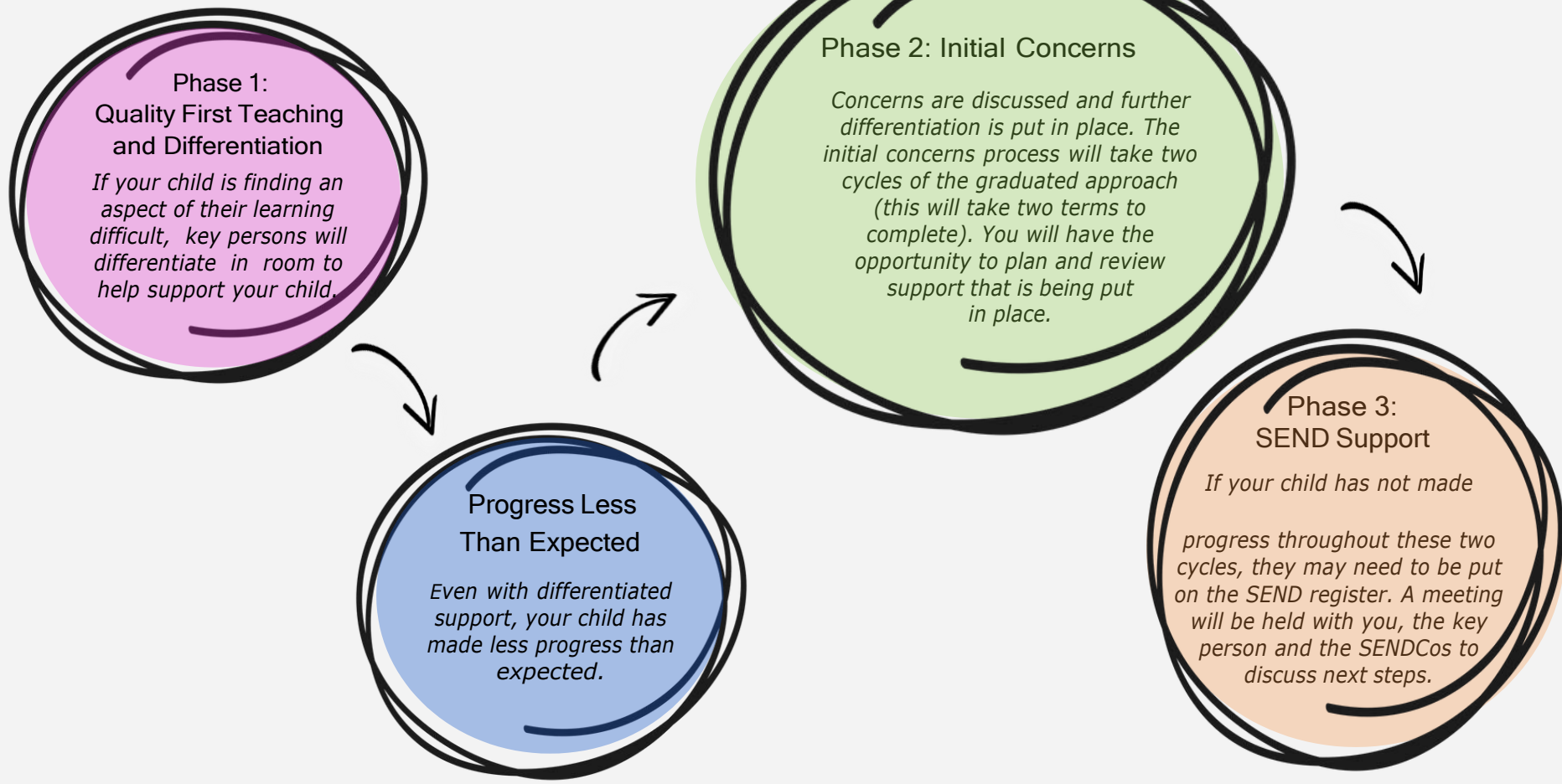
## Review

We will review your child's progress and the difference that the help has made. You and your child should be involved in the review and in planning the next step.

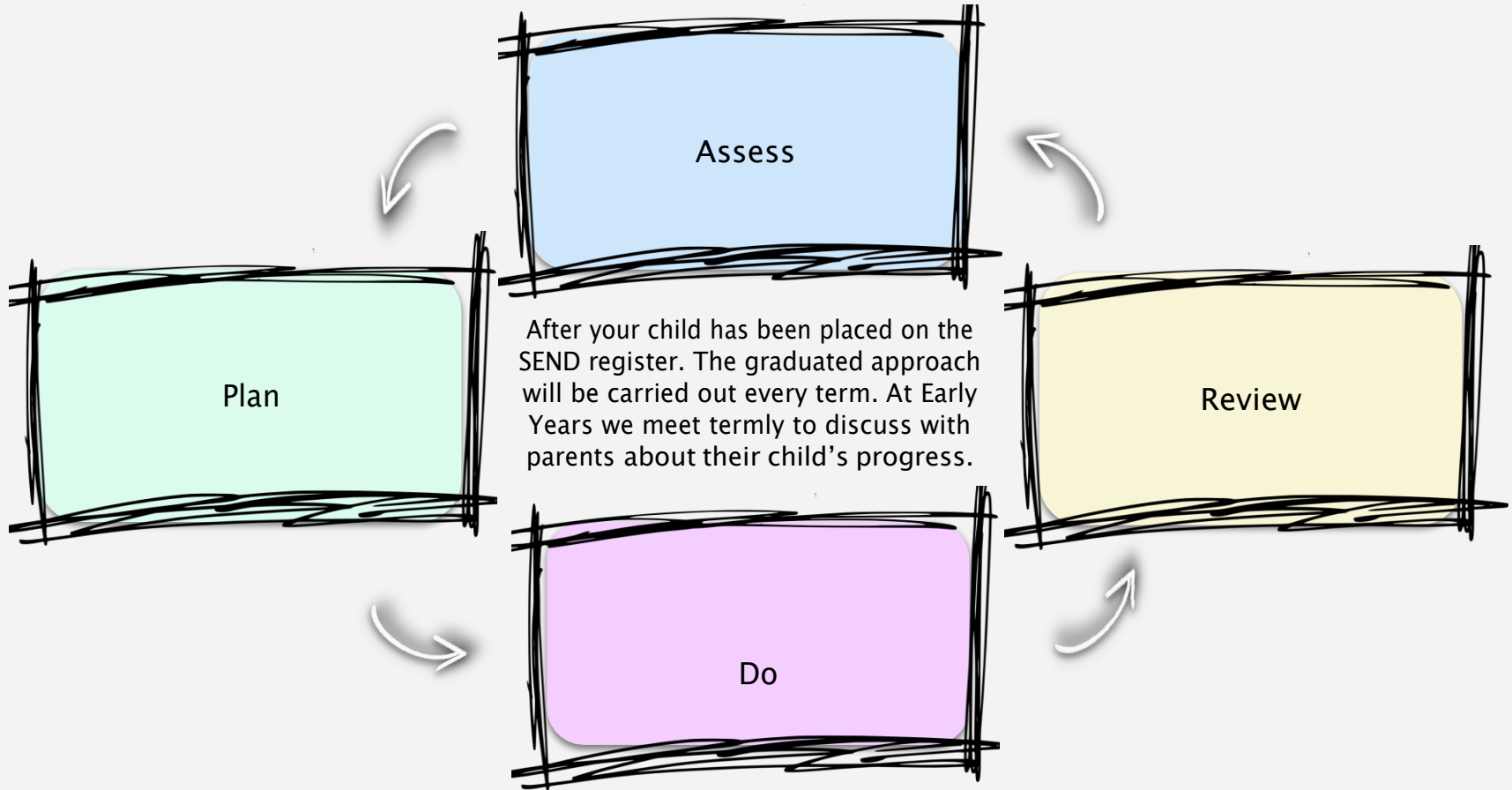
If your child has not responded to the help they were given, it should be decided what can be done next. This could be extra or different help.

This could involve other professionals from external services such as speech and language, or the health visitor.

# Our SEND Procedures - Phase 1 and 2



## Phase 3: SEND Support







# The SEND Local Offer

The SEND Local Offer is information about provisions that are available, and expected provisions education, health, social care should provide for children who have special educational needs and disabilities (SEND).

The SEND Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it
- To make provision responsive to local needs and aspirations.

By law, we have to provide children and young people with SEN or disabilities, and their parents, with information and advice.

# One Page Profiles

A one-page profile is something we use in the setting to show what is important to your child and how they want to be supported. They capture all the important information about a person in one place.

**My One Page Profile**

My Name: \_\_\_\_\_

Class: \_\_\_\_\_

Photo

What do others like and admire about me?

What am I good at?

My friends are...

How I would like to be supported and what I need more help with?

What is important to me and what makes me happy?

My favourite subject and things I like to do in school are...

## What if my child needs more support?

If your child has made less than expected progress after multiple cycles of SEND Support, we may feel your child needs an ISP (individual support plan).

ISP stands for Individual Support Plan. It outlines any special educational needs and support a child will need to receive at the setting. This must be put in place to help them. Most children and young people with additional needs don't need an ISP.

ISP plans are for children and young people whose special educational needs require more help than would normally be provided in an educational setting



### ISP

A request can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

You can request an ISP yourself if you feel you want an assessment made sooner. You can contact your special educational needs Co-Ordinator, Anna O'Fee and request an assessment for an ISP for further support.

The SENCO will tell you whether an ISP plan is going to be made for your child.

# Areas of Need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice – 0–25 years.

There are four broad areas of need within SEND:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/ or Physical Needs

We do not ‘fit’ a child into a category, but rather provide support based on their particular area/s of need.



“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the setting needs to take, not to fit a child into a category.”

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”

The support provided to your child will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

# Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, comprehension, writing and spelling
- numerosity
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

Provisions for Cognition and Learning

- Support from adults
- Multi-sensory teaching strategies

**Phonics**

**Working Memory**

**Motor Skills**

- Reasonable adjustments to room

**Use of ICT**

Advice from outside areas



# Sensory and Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Deafblind people: guidance for local authorities – GOV.UK  
([www.gov.uk](http://www.gov.uk))



# Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.





# Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



# Glossary

**Key person:** In the setting, your child will be designated a key person to help and support with their learning and development along with caring for their individual needs.

**Parent:**  
A child's father or mother

**Reasonable adjustments:** Reasonable adjustments are changes the settings are required to make which could include: changes to physical features – for example, creating a ramp so that children can enter a room or providing extra support and aids (such as specialist teachers or equipment).

**Special Educational Needs Co-Ordinator (SENCO):** A SENCO is a qualified practitioner in a setting who has responsibility for coordinating SEN provision. Early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO.

**Statutory guidance:** Statutory guidance is guidance which local authorities and other local bodies have a legal duty to follow.



# Websites

SEND Code of Practice –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Advice – <https://www.ipsea.org.uk/>

Family Voice – <https://www.familyvoice.org.uk/>

Kids Mediation – <https://www.kids.org.uk/>

Shine – [www.shine-gy.org.uk](http://www.shine-gy.org.uk)

Autism Anglia – [www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)

Counselling Directory – [www.counselling-directory.org.uk/](http://www.counselling-directory.org.uk/)

CAMHS –

<https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

Autism UK - <https://www.autism.org.uk/>

ADHD Foundation - <https://www.adhdfoundation.org.uk/>

Family Action - [SEND information for parents and carers - Family Action \(family-action.org.uk\)](https://www.family-action.org.uk/)

Nasen - [Home page | Nasen](#)

Sense - [Special educational needs and disabilities \(SEND\) - Sense](#)

