



## **Iminster Avenue Specialist Nursery School and Children's Centre**

### **Special Education Needs (SEN) and Inclusion Policy**

**Date Agreed: 6<sup>th</sup> December 2016**

**Review Date: December 2017**

**Signed by:  
Full governing body**

**Signature:**

**Role of Signatory:**

## **1. Rationale**

At Ilminster Avenue Specialist Nursery School and Children's Centre (IASNSCC) we provide high quality care and education to all children. We are committed to providing play and learning experiences that individually meets the needs of every child. Our inclusive approach to child development ensures that every child is equally valued and has opportunities to grow and develop in a safe and caring environment. We value, respect and work in accordance with the Special Education Needs & Disability (SEND) code of practice 0 – 25 years (DFE 2014).

The Setting is committed to inclusion. We strive to develop policies and practices that include all children and their families. Our belief is that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and offer new opportunities to all children and their families, responding in ways that take account of varied lives, experiences and needs. We believe that inclusive education is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication, sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including their learning environment. We recognise that children learn at different rates and that there are many factors affecting achievement, including; stage of development, emotional state, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term. In accordance with the Equality Act (2010) we aim to identify these needs as they arise and provide teaching and learning context that enable every child to achieve his/her full potential.

This policy should appear on the Setting's website.

This policy works in conjunction with the following policies: Admissions and Allocations, Behaviour, Children in Care, Complaints, Equalities, Health and Safety Safeguarding and Child Protection.

## **2. Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) and has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

## **3. Aims**

- To ensure the SEND and Equality Acts and relevant Codes of Practice and guidance are implemented effectively across the centre.

- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with 'special educational needs'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by room leaders and teachers, key persons, the Inclusion Lead and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated provision, for those children identified as having an additional need.
- To ensure that children with SEND are perceived positively by all members of the centre and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where possible.
- To enable children to move on from us well equipped for the transition process to their next setting.

#### **4. Responsibilities**

The SEND Governor for the Setting is Jackie Melksham. The SEND Governor should be satisfied that:

- The Setting has a coherent policy for SEND, and that it is reviewed in the light of most recent social inclusion guidance and joint DH/DfES and local guidelines and procedures
- They have attended the SEND training and have refreshed their training at least every three years
- Children with SEND have equal access to all areas of the curriculum
- The Governors receive an annual report on SEND at the Setting.

The Headteacher will:

- Appoint an Inclusion Leader with appropriate professional experience for the Setting
- Ensure the Inclusion Leader has received appropriate training and refreshes his/her training at least every three years
- Ensure that all staff are appropriately trained on children with SEND
- Oversee the development of policy on children with SEND and the SEND offer
- Be responsible for all systems to support children with SEND
- Ensure that SEND children are given due regard admission arrangements
- Ensure the SEND Local Offer appears on the Centre website
- Report the Governing on an annual basis on the following:
  - The number of children with SEND
  - Services for children with SEND
  - Achievement of children with SEND

The Inclusion Leader should have responsibility for:

- Undertaking regular training in children with SEND
- Providing up to date and relevant information with regards to the Code of Practice and other matter affecting children with SEND to all staff in the Setting

- Identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- Advising and supporting individual staff in identifying children with SEND and with meeting these children's needs
- Liaising with parents/carers and other professionals in respect of children with SEND
- Working with parents/carers and staff to implement a graduated approach, including ensuring that Education, Care and Health plans (EHCPs) and Learning Pathways are in place.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- Ensuring that appropriate Individual Education Plans (IEPs) in place.

## 5. SEN – Graduated Approach

The SEN Code of Practice 2014 defines a 'Graduated Approach' as:

*"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."*

Once it has been decided that a child has additional learning needs, a four step action process (Assess, Plan, Do, Review) that is set out in the SEN Code of Practice (i.e. a graduated approach) begins.



### Assess:

A clear analysis of the pupil's needs is obtained. Drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

### Plan:

Parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

### Do:

The class teacher or team leader remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

### Review:

Regular reviews should take place between all relevant staff and parents.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. It may also be that a child identifies themselves as needing additional support in school, or they may be identified by a parent. We are mindful to identify the needs of the whole child, which will include not just their special educational needs. In order that effective planning can take place, we aim to identify and assess any needs quickly.

The SEND code of practice recognises four areas of need:

<b>Need</b>	<b>Categories</b>
Communication and interaction	Speech, language and communication needs  Autistic Spectrum Disorder
Cognition and learning	Specific Learning Difficulties, e.g. dyslexia, dyspraxia  Moderate, severe or profound and multiple learning difficulties
Social, emotional and mental health difficulties	BESD, ADHD, ADD, attachment disorder  Mental health difficulties
Sensory and/or physical	Hearing, visual, multi-sensory impairment Physical disability

There are other factors that are not SEN that may impact on progress, attainment or attendance e.g. EAL and we make reasonable and appropriate adjustments as required.

## **6. Provision**

We offer a high quality learning environment and resources to give children the very best start in life alongside a wide range of services and family activities. Children and families are able to access equitable services and provision from our inclusive setting.

### **6.1 The Nursery Classes 1-4**

At IASNSCC we believe that all pupils should be educated with their mainstream peers where this is possible. We are an inclusive nursery and aim to support all children to enable them to make the best possible progress and achieve well. To accomplish this aim we offer a broad and balanced curriculum with high quality teaching. We provide effective support for all children with special educational needs and disabilities. We make sure that additional needs are identified early and offer a range of provision to meet individual needs. We work with a range of professionals; Speech and Language Therapists, Occupational Therapist, Physiotherapist, Educational Psychologist and Paediatrician's to make sure that all children receive the support they need to develop at their individual level.

The Specialist Nursery classes provide a high quality inclusive practice for every child. Through unique child assessment places we are able to provide lower adult to child ratios 1:10 or 1:13. A child with additional learning needs is placed in a key group that is led by the

class teacher and a support practitioner at a ratio of 2:10 or 2:13. Individual applications are made to the Early Years SEN Team for additional funding for a child with additional learning needs. This additional funding may be used to provide appropriate learning resources, additional adult support and intervention groups such as Music, Movement and Massage, Speech and Language and Play Therapy.

### **6.2 The Specialist Resource Base – Class 5**

We deliver early education opportunities to all children and are able to access a range of support and services to enable each child with special educational needs and disabilities to learn in an inclusive and caring environment. The SEN team are responsible for placing each child with Special Educational Needs in this provision. They are allocated to children who have been identified as having additional needs and will have a detailed Education, Health and Care Plan or Statement of Educational Needs. They form part of the published LEA Local Offer.

Class 5 is made up of 3 groups; Sun, Moon and Star. Each group is supported by a highly skilled team consisting of one teacher and Early Years Practitioners. All staff in the group will work with all the children, developing trusting and nurturing relationships and delivering individual education and therapy plans. Staff, work closely alongside parents and professionals, supporting the team around the child and family offering co-ordinated advice and direct support within an integrated service provision.

### **6.3 The Children's Centre**

The Specialist Children's Centre Inclusion Practitioner (SCCIP) supports and champions children with disabilities and special educational needs and their families in the Early Years Foundation Stage. This is a prevention and early intervention service aimed at delivering successful outcomes for children and families.

Helen Cockram is the Centre SCCIP and is a member of the Children's Centre team. She has specific responsibility for ensuring the needs of disabled children and those with special educational needs are provided for. The SCCIP will provide a 1:1 home visiting service to those children under 5 years of age accessing the specialist provision on site; based on the individual needs of the child and family. Providing tailored family support and outreach services to disabled children and those with special educational needs and their families according to need who live in the area of the Specialist Children's Centre.

**Sunshine Room** is a safe and nurturing environment, where children aged between 4 months and 3 years, learn, grow and achieve. Adult to child ratios are dependent on a child's age. An adult will support 3 children under the age of 2 years, ratio of 1:3, 4 children between the age of 2–3 years are supported by an adult, ratio of 1:4 . The Sunshine practitioners create an individual transition plan tailored to meet your child's needs, making the process flexible and positive. Experienced practitioners provide individual support and care for children with a wide range of abilities and additional needs. Throughout their time in Sunshine room children will have a key person to support them and their family. Whilst all staff will care for all the children in Sunshine room, the key person will build a supportive relationship between the Setting and families.

**Raindrops Room** is an enriching environment for children aged 2-3 years that supports and extends their individual interests and development. We provide a happy, caring, and stimulating environment for every child and their family. Staff provide an inclusive individual support for children with a wide range of abilities and additional needs. Children have a key person to support them and the family. Raindrops room provides for up to twenty children with an adult to child ratio of 1:4 under 3 years and 1:8 over 3 years. When children start in Raindrops room we create an individual transition plan tailored to meet their needs, making the process flexible and positive.

**Snowflakes Room** is a specialist environment that has been re-developed for children with identified needs. The Bristol Early Years SEN team are responsible for the placement of up to 6 children – full time equivalents, 12 part-time places – with severe and complex needs in the Snowflakes Room. Snowflakes room is for children aged 2-4 with additional needs. We have 6 places for 3/4 year olds who access 15 hours a week term-time only and 6 places for 2 year olds who access 12 hours a week all year round.

The needs of the children vary from complex medical needs to severe learning difficulties, and the high adult-child ratio enables the children to receive the care and support they need to achieve their best possible outcomes within a stimulating environment to enhance children's learning. The staff team work collaboratively with health professionals and families ensuring each child's health and physical needs are met.

#### **6.4 The Family Services Team**

A wide variety of activities in response to local needs is provided by the Family Services Team. We provide targeted groups as well as more structured parenting groups. Our courses cover topics from birth including daily routines, managing relationships, why play is important, behaviour and practical solutions to everyday challenges.

#### **6.5 The Early Support Key Working Service**

The team of Early Support Key Workers and Early Years Practitioners specialise in working with pre-school children with disabilities and their families. They are jointly funded by Health and Education. A key worker will act as a single point of contact for a family supporting them to coordinate their care across health, education, social care and financial resources. The main job of a key worker is to empower parents by providing them with support, resources and information to meet their individual needs. The team also run specialist intervention and support groups for children and their families.

### **7. Working in Partnership with Parents and Carers**

At IASNSCC we believe that it is fundamental to develop mutually respectful relationships with parents and carers. We value the knowledge that they have of their child and work in partnership ensuring that families feel involved in their child's care.

- Staff and parents work together to support children identified as having additional learning needs.

- Parents are involved at all stages of the education planning process. Parents have regular opportunities to meet with key person, class teacher and Inclusion Leader.
- Achievable targets are agreed upon during IEP reviews and Annual Review (AR) meetings.
- Parents are always invited to contribute their views to review processes including IEP and AR.
- Parents and key person are clearly informed about actions to be taken e.g. monitoring and observations.
- Ideas and materials for enhancing learning at home will be discussed and shared with parents/carers e.g. visual timetable, PECs, Makaton.
- Parents/carers are always given copies of review paperwork.

## **8. Transition**

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

We will contact the new setting and arrange a transition meeting in partnership with child's parents, key staff, Inclusion Leader and any other professionals that are involved. The needs of the child are shared at this meeting and necessary resources can be considered and strategies for smooth transfer are put into place. A transition plan will be drawn up that will include visits, photos and information for the family. Any special arrangements and support will be identified and planned for. We will share up-to-date and detailed records with the new setting.

## **9. Complaints Procedure**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their key person who will try to resolve the situation. The key person may raise the issue with the Inclusion Lead who can work in partnership with the parent to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing. The Headteacher will reply within 10 working days.

The Office for Disability Issues (Tel: 0845 604 6610) provides information and guidance on the Equality Act 2010. This organisation would be able to advise if the concerns relates to an issue of the possible discrimination of a disabled child, which cannot be resolved with the setting.

## **10. Review**

This policy should be reviewed annually.

## **11. Appendices**

Appendix 1 Local SEND Offer

## Appendix 2 Further reading

## SEND Local Offer

As part of the Children's and Families Bill 2014 all educational settings are required to make available their Local SEND Offer to families which details how they support children with special educational needs and/or disabilities.

The Specialist Nursery School and Children's Centre promotes a coherent approach to multi-agency working, ensuring that provision for families supports an inclusive approach. Iminster Avenue Specialist Nursery School and Children's Centre has the capacity, skills and commitment to support early years settings in the area to improve the quality of learning and teaching, through the development and delivery of a high quality provision for all children who are disabled or have special educational needs, aged 0-8 years.

### The Specialist Children's Centre Inclusion Practitioner

The Specialist Children's Centre Inclusion Practitioner (SCCIP) supports and champions children with disabilities and special educational needs and their families in the Early Years Foundation Stage. This is a prevention and early intervention service aimed at delivering successful outcomes for children and families.

Helen Cockram, SCCIP at Iminster Avenue Specialist Nursery School and Children's Centre is a member of the Children's Centre team with a specific responsibility for ensuring the needs of disabled children and those with special educational needs are provided for. The Specialist Children's Centre Inclusion Practitioner will provide a 1:1 home visiting service to those children under 5 years of age accessing the specialist provision on site; based on the individual needs of the child and family. Providing tailored family support and outreach services to disabled children and those with special educational needs and their families according to need who live in the area of the Specialist Children's Centre.

### **What does Iminster Avenue Specialist Nursery School and Children's Centre, offer my child with Special Educational Needs or Disabilities (SEND)?**

#### An overview of the Children's Centre

##### Sunshine Room

We provide a safe and nurturing environment, where children aged between 4 months and 2½ years, learn, grow and achieve. The Sunshine practitioners create an individual transition plan tailored to meet your child's needs, making the process flexible and positive. Experienced practitioners provide individual support and care for children with a wide range of abilities and additional needs. Throughout their time in Sunshine room your child will have a key person to support them and their family. Whilst all staff will care for all the children in Sunshine room, the key person will build a supportive relationship with you and your child.

##### Raindrops

We provide an enriching environment for children aged 2 - 3 years that supports and extends their individual interests and development. We provide a happy, caring, and stimulating environment for every child and their family. Staff, provide an inclusive individual support for children with a wide range of abilities and additional needs. Your child will have a key person to support them and the family.

Raindrops room provides for up to twenty children with an adult to child ratio of 1:4. When your child starts in Raindrops room we create an individual transition plan tailored to meet your child's needs, making the process flexible and positive.

## **Snowflakes**

The Bristol Early Years SEN team are responsible for the placement of up to 6 children with severe and complex needs in the Snowflakes Room.

Snowflakes room is for children aged 2-4 with additional needs. We have 6 places for 3/4 year olds who access 15 hours a week term-time only and 6 places for 2 year olds who access 12 hours a week all year round.

The needs of the children vary from complex medical needs to severe learning difficulties, and the high adult-child ratio enables the children to receive the care and support they need to achieve their best possible outcomes. We provide a variety of tactile, malleable and sensory experiences within a stimulating environment to enhance children's learning.

The staff team work collaboratively with health professionals and families ensuring each child's health and physical needs are met. Children benefit from intensive adult interactions and integration with children from Sunshine and Raindrops room, providing an inclusive environment for all.

## **An overview of the Nursery - Classes 1 - 4**

We are an inclusive nursery and aim to support all children to enable them to make the best possible progress and achieve well. To accomplish this aim we offer a broad and balanced curriculum with high quality teaching. We provide effective support for all children with special educational needs and disabilities. We make sure that additional needs are identified early and offer a range of provision to meet individual needs. We work with a range of professionals to make sure that all children receive the support they need to develop. Children and families are able to access equitable services and provision from our inclusive setting that includes a nursery school, children's centre, community and family services, specialist provision for children with severe and complex needs, the child development assessment centre and health services. We offer a high quality learning environment and resources to give children the very best start in life alongside a wide range of services and family activities.

## **An overview of the Specialist Resource Base, Class 5**

We deliver early education opportunities to all children and are able to access a range of support and services to enable each child with special educational needs and disabilities to learn in an inclusive and caring environment. The SEN team are

responsible for placing each child with Special Educational Needs in Class 5. They are allocated to children who have been identified as having additional needs and will have a detailed Education, Health and Care Plan or Statement of Educational Needs. They form part of the published LA Local Offer.

Class 5 is made up of 3 groups; Sun, Moon and Stars. Each group of 7 children are supported by a highly skilled team consisting of one teacher and 3 Early Years Practitioners. All staff in the group will work with all the children, developing trusting and nurturing relationships and delivering individual education and therapy plans. Staff, work closely alongside parents and professionals, supporting the team around the child and family offering co-ordinated advice and direct support within an integrated service provision.

### **Early Support Key Working Service**

Early Support Key Workers and Early Years Practitioners specialise in working with pre-school children with disabilities and their families. A key worker is a person who works in a support role with families. They act as a single point of contact for a family supporting them to coordinate their care across health, education, social care and financial resources. The main job of a key worker is to empower parents by providing them with support, resources and information to meet their individual needs. The team also run specialist intervention and support groups for children and their families.

#### ***How to get help/What next?***

If professionals feel this service would be beneficial for a family they can make a referral, parents are also encouraged to contact current professionals regarding a referral into the service if they feel this is appropriate. There is a short form to fill out and details of where to send the referral form.

After a referral has been accepted a home visit will usually be arranged and a member of our team will talk through what support is needed and then an action plan will be made.

When your child reaches statutory school age, the Early Support Key Working Service will no longer be able to work with your child. However, we will support you to help transition your child to the most relevant professional. This way they will be able to meet your child's care coordination needs and be able to be a single point of contact.

#### ***Where you will be seen?***

Our team regularly visit families within the home as well as providing support within the groups run in the community. We also see children and families within an educational setting such as a children's centre and can support with appointments.

Our team run a variety of groups providing opportunities for families with a pre-school child with an additional need, to meet and share information all within a child friendly environment. Please contact a member of our team for further details.

## **Groups**

### **Sunbeams**

Sunbeams, is for families who have a baby or young child with additional needs in South Bristol.

### **Rainbows**

Rainbows, is for families who have a pre-school child with additional needs.

### **PODS**

This is a drop-in group is for parents of children with Down's Syndrome from birth - 4 years.

### **Stay and Play**

We run Stay and Play sessions for disabled children up to the age of 10 years and their families. You can come and use the facilities in the nursery school from 10am - 2pm on specific days (one day a week) during the school holidays.

## **Family Services Team**

We run a wide variety of groups in response to local needs. We receive referrals from Health Visitors and other professionals so we can visit families in the comfort of their own homes and offer them the support they need on a one to one basis. We provide targeted groups as well as more structured parenting groups. Our courses cover topics from birth including daily routines, managing relationships, why play is important, behaviour and practical solutions to everyday challenges. Courses include CAN Parenting, Nurture programme, Parenting Solutions and more. We can also signpost you to services if we don't provide them.

### **Community and Family Services can offer:**

- Family Links evidence based Nurture Programme.
- Full timetable of Groups including Dads groups see out timetable.
- Family Support advice.
- Specific courses/workshops run by outside agencies.
- Support groups for adults experiencing domestic abuse/violence.

## **Who are the best people to talk to in this setting if I am concerned about my child's progress?**

The first point of contact would be your child's class teacher or key person. Please approach them at any time if you have any worries about your child.

You can also talk to the Headteacher, Claire Shiner or Deputy Head Teacher and Inclusion Leader, Hayley Farthing.

## **How will the Nursery School let me know if they have any concerns about my child's development?**

- The teacher/key person will ask to talk to you informally at a convenient time for you in a private room.
- The teacher/ key person and or Inclusion Leader may also arrange a meeting with you to discuss concerns that are identified.
- Informal discussions can take place at any time to share information.
- There are 'Parent Meetings' to share your child's learning and development, three times a year.
- You can ask to talk to your child's key person/teacher at any time.

## **What are the different types of support and learning interventions available for children with SEN and /or Disabilities in this setting?**

Each child in the setting is provided with:

- Good/outstanding teaching and learning opportunities as rated by Ofsted.
- Classroom teaching where the teacher and key person will have challenge and the highest possible expectations for your child.
- Teaching that is based on what your child already knows their interests and what they can do and can understand.
- Differentiated ways of teaching that supports each child's different learning styles.
- Individualised approach and/or additional support if required for a child who is not making developmental progress alongside their peers.
- Interventions through small group work and/or 1-1 working and may involve some of the following strategies depending on the child's area of need:
  - Autistic Spectrum Condition (ASC)- assessment of the classroom environment to reduce sensory overload.
  - Adjustment of the environment as required.
  - Use of visual strategies such as Visual Timetables and Picture Exchange Communication System (PECS).
  - Preparations for changes in routines.

- Reducing complex language, especially when giving instructions to children.
- Sensory assessment and provision of a sensory plan.
- Speech Language and communication Needs including, PECs, Makaton, and Total Communication strategies.
- Implementation of Therapy programmes e.g. Speech and Language, physiotherapy, occupational therapy.
- Identifying and supporting a child's preferred learning style.
- Cognition & Learning Needs Small step approaches.
- Opportunities for repetition and reinforcement of developing skills.
- Visual cues, multi- sensory strategies.
- Individualised level/pace and adult talk.
- Use of specific ICT programmes.
- Hearing Impairment Assessment of seating, lighting and acoustics in the classroom.
- Support in the use of hearing aids/radio aids.
- Specific interventions for developing speaking and listening skills.
- Visual Impairment Attention to seating position in the classroom.
- Adapting materials and equipment .e.g. providing tactile equipment.
- Support with movement around the building and outside.
- Multi-Sensory Impairment Creating multisensory programmes.
- Support with mobility and independence skills.
- Physical difficulties Support with self-help skills and safe movement around the nursery.
- Safe handling plans.
- Assessment for specialist seating.
- Support in outdoor play.
- Accessible ICT through switch devices, i-pads.
- Support with behaviour, effective strategies.

## **What support do we have for you as a parent of child with an SEND?**

- Arrangements can be made at any time with your child's teacher / key person to discuss any concerns.
- The Deputy Headteacher and Inclusion Leader and/or Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. The class teacher and /or Inclusion Leader will also arrange to meet with you to discuss any new ideas suggested by outside agencies for your child.
- Individual Education Plans will be reviewed together and include supportive ideas for you at home.
- If your child is undergoing any further assessments you will also be supported by the Inclusion Leader to ensure that you fully understand the process.

**Specific Individual support for your child would mean:**

- **If your child has been supported through the systems as described above and has been identified as having a specific special educational need, their progress will be reviewed at least annually.**
- **The whole team supporting your child will be part of this review.**
- **At this review, you or the school can request an Education, Health and Care plan.**
- **An EHCP is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.**
- **The EHCP will have long and short term goals for your child.**
- **It will set out what support they need and how they will receive this support.**

### **How does additional funding work?**

- The setting receives funding for all children, including those with special educational needs and disabilities.
- The school plans how to meet individual needs using this base level funding, including purchasing specialist equipment where necessary.
- We can apply for more funding if a child has “different from and additional to” requirements. The team around the child will make this application. The early years SEN panel will decide the allocation of funding using the “Bristol Universal Descriptors”.
- If a child has needs that are significantly different to what is available to all children additional funding will be allocated through the application of an Education Health Care Support Plan. If a child is allocated a “personal budget”, parents have a say in how it is used. The budget must be used to fund the agreed plan.

### **How will we support your child when leaving our Children’s Centre or Nursery School?**

We recognise that ‘moving on’ can be difficult for a child with SEND. We also recognise the anxieties for families and we take steps to ensure that any transition is as smooth as possible. When your child is moving to another school:-

- We will contact the new school and arrange a transition meeting.
- A transition plan will be drawn up that will include visits, photos and information for the family.
- Any special arrangements and support will be put in place for you and your child.
- We will make sure that all records about your child are passed on as soon as possible to the receiving school.

## Who are the other people providing services to children with SEND in this Children's Centre and Nursery School?

### Community Children's Health Partnership (CCHP)

The overall service vision is to build upon existing relationships with staff from Bristol City and South Gloucestershire Councils and other NHS partners to deliver integrated, accessible and equitable community health services to children and young people across Bristol and South Gloucestershire. This involves staff working across traditional professional and organisational boundaries to provide a better service to children, young people, families and carers, especially those from vulnerable and hard to reach groups.

The service operates to a set of clear core values, and focuses upon early intervention and prevention. Service user participation is an important part of our service and we are keen to involve children and young people to help us improve the services we offer.

We have over 800 staff in the CCHP including:

- Community Paediatricians
- Children's Therapists
- Health Visitors
- School Health Nurses
- Children's Mental Health Teams
- SEN Early Years Team.
- Educational Psychology Team(EPT)

An Educational Psychologist is able to provide guidance and advice for all aspects of child development and learning. All settings have an allocation of time from the EPT and are able to purchase additional top up sessions

Health Service – Bristol NHS Trust provide:

- Physiotherapy.
- Speech and Language Therapy.
- Occupational Therapy.
- Professional training for staff to provide medical interventions.
- Health Visitor.

## Further reading and information

### SUPPORTING PUPILS AND FAMILIES

Bristol Local Authority's "Local Offer" can be found at

<http://www.findabilitybristol.org.uk/>

Here you can find local information, help and support for children and young people with special educational needs or a disability (SEND).

Support is provided for parents both where they need help in understanding the nature of their child's special need but also ways in which they can support their child at school and at home. They are also signposted to other agencies that may be able to offer specific advice e.g. Supportive Parents

<http://www.supportiveparents.org.uk/>

or Bristol Parent Carers

<http://www.bristolparentcarers.org.uk/>

	<p>Bristol Parent Carers c/o Phoenix Social Enterprise 5 Russell Town Avenue Bristol BS5 9LT</p> <p>Tel : 0117 9396645 ext 204</p>
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<http://www.kids.org.uk>

KIDS South West: Acorn House, Kingswood Foundation Estate, Britannia Road, Kingswood, Bristol BS15 8DB  
Telephone: 0117 947 6111



Call our free helpline **0808 808 3555**

[www.cafamily.org.uk](http://www.cafamily.org.uk)

	<p><a href="mailto:info@bristolautismsupport.com">info@bristolautismsupport.com</a></p> <p>Telephone: 07787 452164.</p>
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