



## Ashfield Infant and Nursery School

### Supporting Children with Special Educational Needs and Disabilities

The aim of this booklet is to support you in understanding the process we follow to support all children at Ashfield Infant and Nursery School.

If you have any worries or concerns about your child please speak to your child's class teacher or Mrs Johnston our SENDCO.

Mrs Johnston's working days are Tuesday, Wednesday and Thursday.

Within this booklet, we have identified and explained the process we go through to ensure we meet all your child's needs. The booklet also explain the roles of the professionals we may refer your child to.

If you have shared a concern with us about your child there are different pathways we may need to follow to ensure we meet your child's needs.

Please feel free to talk to us any time or if you prefer you can ring or email us on the contact information below.

**Phone us:** 01900 606301

**Email:** [ejohnston@ashfieldinf.cumbria.sch.uk](mailto:ejohnston@ashfieldinf.cumbria.sch.uk)

### **The SEND Code of Practice**

The SEND code of practice is an official government guide for teachers who work with children who have Special Education Needs and Disabilities (SEND). It focuses on a family centred system of care and education. The document provides statutory guidance on duties, policies and procedures. It is in place to support children and young people with Special Educational Needs (SEN) and disabled children and young people under the age of 25 years.

This statutory code contains:

- Details of legal requirements that must be followed.
- Statutory guidance that must be followed by law.

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

The code is followed by all professionals:

- Head teachers
- Governing bodies
- School and college staff
- Special educational needs (SEN) coordinator (SENCo)
- Early Years' providers
- Other education settings
- Local authorities
- Health and social services staff

### **Identifying children who need further support**

Early identification of needs is important in order to ensure that children receive any extra help that they may need at the earliest opportunity.

Many children experience difficulties at different times in their lives and it is important that any difficulties are identified and supported in the best possible way.

There are four broad categories of need.

- Communication and Interaction
- Physical and Sensory
- Cognition and Learning
- Social, emotional and mental health.

Identifying a category of needs enables us to plan for the support a child may need and if appropriate contact and request specialist advice and support from the relevant professionals.

When a child's needs require additional provision they are placed on the school's **SEND register**.

## What is a SEND Register?

This is a list of all the children in the setting who have Special Educational Needs (SEN) and/or a disability. This makes it easier for the SENCO and staff to monitor those pupils who need extra help. The SENCO for our setting is Mrs Emma Johnston.

## Why is my child on the SEND Register?

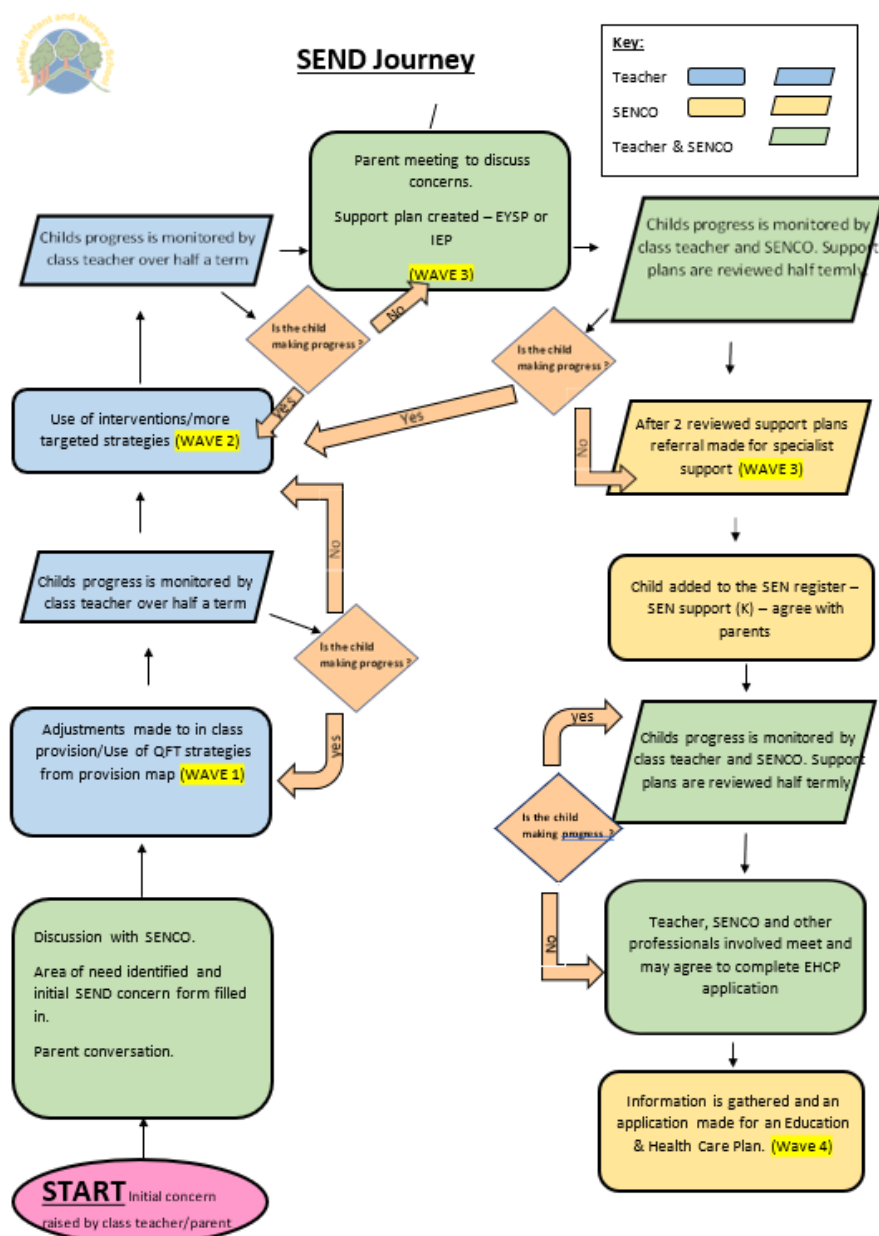
Any child on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these children to help them to make progress.

## What does this mean for my child?

If your child is placed on the SEND Register, then they will receive extra help. The SENCO will work closely with other professionals who can advise and contribute to your child's learning and development needs helping to ensure your child reaches their full potential.

## Will my child always be on the SEND Register?

This can vary. Some Children with significant needs will always be on the SEND Register because they will always need help. Other children may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.



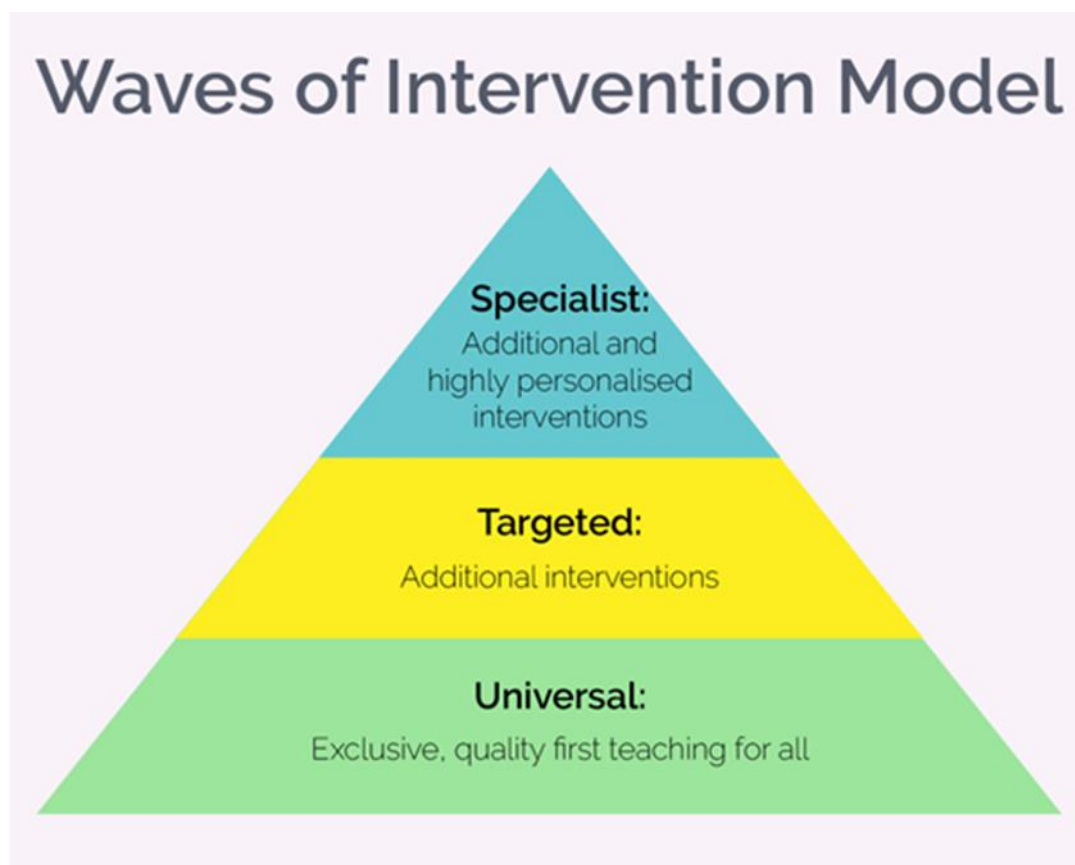
### Waves of Intervention

**Wave 1 (Universal)** - Inclusive quality first teaching for all. Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2 (Targeted)** - Additional interventions to enable children to work at age-related expectations or above.

**Wave 3 (Specialist)** - Additional highly personalised interventions. Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress.

**Wave 4 – EHCP**



## **What is an IEP/EYSP?**

IEP stands for Individual Education plan

EYSP stands for Early Years support plan

If your child needs some extra support with an area of their learning their teacher may write an IEP for them.

This is a document that will outline things the children are good at and enjoy and what their identified needs are.

The teacher will then set 2 or 3 simple targets for your child and outline what support they will receive to reach them.

The IEP will also outline how you can help your child at home to reach these targets.

You will be provided with a copy of the IEP to read and sign. We will also ask for your comments and feedbacks.

IEP targets will be continually reviewed and when they have been met new ones will be set, if appropriate.

EYSP are the document we use for children in Nursery and Reception and have a slightly different format.

## **Early Help Process**

The Early Help Assessment is a way of working with children and young people. It involves listening to you and your child to find out your child's needs, and what is working well in your child's life. An action plan, agreed with you and your child, is also put in place to make sure your child gets the right sort of help. The Early Help Assessment is voluntary – you and your child can choose to be involved.

### **When is The Early Help Assessment used?**

The Early Help Assessment can be used if you or someone who works with your child would like your child to receive extra support. It will help to identify your child's additional needs, and other workers required to support your family.

### **How does it work?**

With agreement a worker will ask you and your child some questions to find out what help and support your child might need. This information is recorded on a simple form. You and your child will agree what is put on the form, and you will be given a copy of it.

### **What happens next?**

Based on the information you and your child provide, all those who can help your child will work together to provide the support your child needs. Only workers who need to know about your child will share your child's information.

As a part of the early help process we will hold TAC (Team around the Child) meetings where any professionals involved with the child, school staff and the family will meet to discuss how the child is getting on and to devise an action plan going forward.

### **EHCP Assessment process**

An educational, health and care plan (EHCP) brings your child's education, health and social care needs into a single legal document. Your child must have special educational needs or a disability for an EHCP.

Once an EHCP is agreed and in place it is reviewed 6 monthly as long as the child is under 5 and once a year for children over the age of 5. At the review stage support can be increased, decreased or be maintained as a result of the review. Parental views are vital. Strengths, needs, outcomes and provision are included for 4 areas.

- Communication and interaction
- Cognition and learning
- Social and emotional wellbeing, and
- Sensory and/or physical

The process usually starts with an early help assessment which is reviewed at a team around the family/child meeting and the box is ticked for a statutory assessment if it is considered that a request for an EHCP should be made. Parents should sign beside this box.

The Local Authority has 6 weeks to decide whether to proceed with the assessment. The referral is looked at, at a panel meeting. Parents and the referrer are informed of the decision.

If it is agreed that the assessment should go ahead, the Assessment Officer or EHCP Key Worker will ask for views from the parents and also for advice from any professionals they feel could provide useful information required to formulate a plan. These people may or may not already be involved with the child. Parents are asked to complete 'Part A' and parents should be offered help to complete this section.

Everybody involved in the process is given the date of the EHCP family meeting. If this is not convenient then you can ask for it to be at a time/place that is suitable for you by contacting the Assessment Officer or EHCP Key Worker.

The Assessment Officer/Key Worker writes the draft plan 14-16 weeks after the original referral was received.

The EHCP family meeting takes place. Parents/carers decide who they would like to be at the meeting - members of the wider family, friends, etc. All professionals who have contributed will usually be there and it is led by the Assessment Officer/Key Worker.

The meeting can take 1.5 to 2 hours, sometimes longer, so allow for this. This is the time you can make amendments, ask for things to be changed, removed or added to ensure that a plan

is written that truly reflects your child, their strengths and needs, the outcomes and how these outcomes will be met. At this point you can also request a specific school for your child. The final plan is issued within 20 weeks of the original referral.

### **Professionals and their roles**

It is important that we use the skills and knowledge of all professionals and to build on each other's strengths. We do this to ensure that your child is getting a well-rounded and inclusive approach and is able to gain the best Early Years education they can.

Over the next few pages, we have tried to explain the roles of some of the professionals and services that we refer into for further support, advice and guidance.

These are:

- Health Visitors
- Specialist Teachers
- Community Paediatrician
- Child Development Centre
- Speech and Language therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychologist
- Learning Disability Nurse
- Family Action
- Dyslexia Assessor

### **Health Visitors**

The Health Visiting service is made up of a team of specialist nurses who offer advice and guidance to parents with children aged 0 to 5 years old.

Health Visitors offer a wide range of advice on the following;

- behaviour
- growth and development
- immunisations
- minor ailments
- nutrition
- support groups

They can also connect you with other agencies if you need advice or support around housing, benefits or debt.

They will support you and your child until your child is age 5. They do this through a national scheme called the Healthy Child Programme.

The programme includes a number of 'reviews', during which they'll talk about how your child is doing and discuss any concerns you have. These reviews might take place in your home, a child development clinic or a children's centre.

They work closely with other health professionals and if appropriate might refer you and your child to other specialist services.

***<https://www.ncic.nhs.uk/services/health-visiting>***

***Workington: 01900 705173***

### **SATS – Specialist Advisory Teachers**

A range of specialist support and provision services work in partnership with schools and other settings to promote inclusion, achievement and to secure better outcomes for children and young people with SEND across Cumbria.

Specialist SEND Support Services provide early intervention to assist a child's special educational need and disability (SEND) at an early stage and provide advice on relevant support.

***<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice>***

We may refer your child to a specialist advisory teacher through the early help process. A SAT would then come into school observe the child, chat to teachers and parents and perhaps work with the child to offer us as a school advice on how best support the child.

We are able to refer to the following teams of specialist advisory teachers;

- ASC – Autism Spectrum Condition/Social Communication and Social Interaction
- BVI – Blind/Vision Impaired
- DLD – Developmental Language Disorder
- DHI – Deaf/Hearing Impaired
- EAL – English as an Additional Language
- Phys/Med – Physical Medical
- SLD – Severe Learning Difficulties

### **Community Paediatrician**

The Community Paediatrics service cares for children and young people up to the age of 18. They specialise in helping children with developmental problems and other complex health needs.

They can help manage the following conditions

- autism
- autistic spectrum disorders
- cerebral palsy
- developmental impairment
- Down's syndrome
- complex neuro-developmental disorder
- physical disabilities



They can also help with:

- Children who need medication or other treatments during the day
- Medical advice for Education Health Care Plans
- Safeguarding children

You can request a referral to a community paediatrician via your GP or we can make one via school with your permission.

### **Child Development Centre**

This service is for children aged 0-18 years in Cumbria with learning disabilities, autism spectrum disorder (ASD), physical disability or sensory impairment.

Children can start to attend as soon as it is clear that support is required.

Older children might have been identified as having problems during a routine check by the Health Visitor. They, or their general practitioner (GP), would then refer to the Consultant Community Paediatrician, who in turn would see the child/parents and then refer on.

Older children are usually offered a formal assessment before being invited to attend the intervention sessions. During the assessment, the children will be seen by the speech therapist, occupational therapist and physiotherapist.

Following the assessment, parents and staff together devise a care plan for the child, if this is appropriate.

Footsteps Child Development Centre West Cumberland Hospital  
Hensingham  
Whitehaven  
CA28 8JG

01228 608112

### **Speech and Language Therapy**

Speech and Language Therapists work with children and young people up to the age of 19 who have speech, language or communication needs. They can also help if your child has difficulties with eating, drinking or swallowing.

They can help with the following problems;

- problems learning the 'rules' of conversation
- problems putting words and sentences together
- problems saying certain sounds
- problems understanding what other people say
- problems with being understood
- stammering
- understanding and using body language and eye contact
- voice problems
- feeding or swallowing difficulties

We can refer to speech and language therapists through school or you can request a referral via your GP.

Once your child has been referred to an appointment will be set up for you both for an assessment. This might take place in your child's nursery or school, your home or at a local clinic. During the appointment, they'll discuss your child's history and any concerns you have.

They'll also do some assessments with your child. This might involve:

- playing games
- looking at books or pictures
- having a conversation
- If your child is having difficulties with feeding or swallowing, They might spend some time with you both at meal time.

Together with you, They will make a plan about how best to help your child. This might involve:

- individual or group therapy for your child
- coaching and advice so you can help your child at home
- coaching and advice for a Support Assistant to help your child in school

### **Physiotherapist**

The Children's Physiotherapy team help to restore movement and function when someone is affected by injury, illness or disability. They treat children and young people up to the age of 19.

Conditions they can help manage;

- acute musculoskeletal injuries e.g. sports injuries
- congenital disorders e.g. spina bifida
- congenital syndromes and metabolic diseases
- developmental delay that affects how your child moves around
- neurological conditions e.g. cerebral palsy
- neuromuscular disorders e.g. muscular dystrophy
- orthopaedic conditions e.g. Osgood Schlatters disease
- problems relating to very flexible (hypermobile) joints
- rheumatology conditions e.g. childhood arthritis

We can refer to Physiotherapy through school or you can request a referral via your GP.

If your child is referred and accepted to the service, you will be invited in for an assessment. This appointment usually lasts 1 hour. You will be asked some questions about your child's history and assess what their needs are.

Following the assessment, you will discuss the results and suggested treatment. This might include ongoing treatment like individual or group physiotherapy sessions. They will also give you some advice about how to help your child with exercises at home.

### **Occupational Therapy**

Occupational therapists help children and young people who have difficulty doing everyday activities. This can be things like getting dressed, school work or playing.

They can help your child find new ways to do practical tasks if they:

- have learning disabilities

- are physically disabled
- are recovering from an illness or operation

We can refer to Occupational Therapy through school or you can request a referral via your GP.

If your child has been referred to Occupational Therapy, they may see them in your home, school or local clinic.

At nursery or school age, they will work with school staff to help them develop your child's skills. They will also recommend changes to the classroom so your child can get more involved.

### **Educational Psychologist**

#### **What do Educational Psychologists do?**

The County Psychological Service works within Children's Services and makes its distinctive contribution through applying psychology to help people solve problems and improve learning. This may be at an individual level where young people are having difficulty at school

#### **How are these services delivered?**

Educational Psychologists work directly with young people in the age range 0 - 25 years on a wide variety of issues relating to their progress and development.

We can make a referral to the Educational Psychologist through the early help process.

The Educational Psychologist will come and visit the child in school, their visit may include;

- Observing the child
- Chatting to teachers and TAs
- Chatting to the child
- Chatting to parents
- Completing some assessments with children – children will see these as games or puzzles and will be conducted in a relaxed way.

### **Learning Disability and Behaviour Support Service**

The Children's Learning Disability and Behaviour Support Service support children who have a learning disability, global developmental delay, autism spectrum disorder or are going through the autism assessment process.

You can contact them by telephone or email to make a parent referral.

Alternatively, a referral can be made into the service through your GP, Paediatrician, School and other health professionals.

If you would like any further information about the service, you can contact them on:

01900 705081(Workington)

[CumbriaChildrensLD@cntw.nhs.uk](mailto:CumbriaChildrensLD@cntw.nhs.uk)

They offer services such as;

- 1:1 learning disability support
- Anxiety workshops
- Sensory workshops
- Parent courses

## **Family Action**

Family Action delivers a child and family support service.

They can offer services such as;

- Information and advice sessions
- Support and coaching on a 1:1 basis
- Referral to a universal or specialist service
- Participation in specialist group work
- Bespoke 1:1 support and coaching to help you address your and your family's needs

School can refer children to Family Action or you can do the referral yourself.

<https://www.family-action.org.uk/what-we-do/children-families/0-19/>

## **Dyslexia Assessor**

If we feel a child is showing signs of dyslexia will do the following;

- Adapt classroom strategies, e.g. use of coloured overlays
- Chat with you as the parents to find out if there is any family history of dyslexia
- Use a checklist document from the British Dyslexia association
- Ask you to complete the same checklist
- Use the Nessy online screening programme

Children cannot be assessed for Dyslexia until they are age 7.

Once children are 7 we can arrange for a dyslexia assessor to come in and carry out an assessment.

## **Jargon Buster**

SENDCO – Special Educational Needs and Development co-ordinator

EHCP – Education Health Care Plan

EHA – Early Help Assessment

SAT – Specialist Advisory Teacher

TAC – Team around the child

TAF – Team around the family

IEP – Individual education plan

EYSP – Early Years Support plan

EP – Educational Psychologist

ASC – Autistic spectrum conditions

SLT – Speech and Language Therapist

## **Useful websites**

- The Department of Education has produced a guide for parents on the SEND code of practice, it can be found at;  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Cumbria County Council's SEND Local offer can be found at;  
<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>
- Cumbria SEND IAS (Information, Advice and Support)

<https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

- The National Autistic Society  
<https://www.autism.org.uk/>
- The British Dyslexia Association  
<https://www.bdadyslexia.org.uk/>