



The Avenue Children's Centre Special Educational Needs and Disability (SEND) Information Report

March 2023

Written by Amelia Wicks (SENCO)

In line with the SEND Code of Practice 2015, schools and early years settings have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at The Avenue Children's Centre for children with SEND.

Our vision for children with SEND

At The Avenue Children's Centre, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEND.

<p><i>Who's who and what do we do?</i></p>	<ul style="list-style-type: none"> • All practitioners have the responsibility for the achievement and progress of all children in their class. Key Workers are available to contact via the Children's Centre office. • Amelia Wicks is the Special Educational Needs Coordinator. Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email or through the Children Centre office. • Hayley Fleming is the deputy SENCo and is contacted via email or through the Children Centre office. • Christine Graham is the Childcare Manager who has ultimate responsibility for SEND.
<p><i>How does the setting know if my child needs extra help?</i></p>	<ul style="list-style-type: none"> • Key Workers track whether children are making expected progress four times a year. • Key workers have meetings with the SENCo and their attainment and progress is discussed. Any concerns would then be discussed with parents. • All children are discussed at Child Progress Meetings (CPM) once a term. Further action is planned where a child is not keeping up. • If a key worker has concerns about a child, he or she will contact parents to discuss. • Should concerns continue, the key worker will discuss these with the SENCo. • Concerns may be raised by parents with the key Worker, Childcare manager or SENCo. • <i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEND Code of Practice, January 2015
<p><i>How does the setting assess my child's SEND?</i></p>	<ul style="list-style-type: none"> • If there have been ongoing concerns about a child's progress and/or development, the Key worker will consult with parents and the SENCo. • The setting will respond using a "graduated approach to SEN Support" as outlined in the SEND Code of Practice 2015. • If necessary, referral will also be made to the 'Early Years Graduated Response to SEND Support' (EYGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child's needs. • Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve Wellcomm assessments and further development tracking. • An observation may be carried out in the room. • If necessary, the child may be added to the SEN Register at the 'SEN Support' level. A One Page Profile and SEN Support Passport will be completed by the SENCo and parents will be consulted. • In response to individual needs, a 'My Support Plan' may be written, so that progress can be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed.

	<ul style="list-style-type: none"> Should the key worker or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs.
<i>What should a parent do if they think their child has Special Educational needs?</i>	<ul style="list-style-type: none"> If a parent/carer has a concern they are able to contact the SENCo, Amelia Wicks. Via email or the children centre office. We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our setting. We would much rather hear about any worries however minor they may seem.
<i>How will the curriculum and learning environment be matched to my child's needs?</i>	<ul style="list-style-type: none"> High quality teaching, differentiated for groups or for individuals is the first step in supporting children who have or may not have SEN. Using assessment outcomes, challenging but achievable targets are set for each child. Where necessary, specific resources and strategies are used to support children both individually and in groups, for example visual timetables, development stage appropriate activities. Room environments are stimulating as well as supportive; they are resourced to meet the needs of children with different play interests. Specialist equipment and aides may be necessary and are provided as required.
<i>How will The Avenue Children's Centre support my child?</i>	<ul style="list-style-type: none"> The SENCo will oversee, plan with the key worker and then both will work with each child with SEND in their room to ensure that progress in every area is made. Activities and play choices are set at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that the same activity can be used and adapted for different levels of need. However on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that work is personalised and tailored to groups and individuals. Key workers closely monitor the progress of individuals in order to target weaknesses. We will inform parents/carers if a child is receiving intervention in setting. We will monitor the impact of the intervention and assess accordingly. This may include specific targets to work on in setting and at home. We have a clear and consistent behaviour policy. We will inform you of any serious behaviour incidents. We monitor behaviour on a weekly basis. Some children need individualised rewards schemes. We use a variety of strategies to work with children with social and emotional needs. Manager, Deputy manager and the SENCo give careful consideration to groupings and room placements. All rooms have visual timetables.

<p><i>How will I know how my child is doing?</i></p>	<ul style="list-style-type: none"> • We believe that your child's development should be a partnership between parents and practitioners therefore we aim to communicate with you regularly. • The Key worker and/or the SENCo will meet parents/carers of children with SEND at least on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. • Progress is also monitored through the tracking and a baseline tracking given to the parents once a year. • Parents/Carers can contact SENCo via email. • Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. • If a child has a My Support Plan, his or her progress will also be reviewed with the SENCO at least three times per year. • Parents/carers are also welcome to make an appointment to meet with either the SENCo or key worker and discuss how a child is getting on. • It is possible to contact the SENCO, Amelia Wicks, via email on arm@avenue.wilts.sch.uk
<p><i>How accessible is the settings environment?</i></p>	<ul style="list-style-type: none"> • All rooms within the setting are on one level and can be accessed using a wheelchair. • We have a multi-sensory room that can be accessed when needed. • We welcome children with physical disabilities and sensory needs and would be open to making reasonable adjustments to the setting environment wherever possible. • Please see the Accessibility Plan for Acorn Education Trust alongside this.
<p><i>How will the setting help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> • The SENCo can offer advice and practical ways that you can help your child at home. • If your child is on the SEND register at SEN Support level, he or she will have a one page profile and SEN Support Passport which will identify targets for the term. This will be discussed with you on a termly basis. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • If your child has more complex difficulties, he or she may need a "My Support Plan" which is a detailed document which gives a holistic picture of the child. It also outlines possible avenues of support. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress. • If a key worker needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered.

<i>How will The Avenue support my child's social and emotional development and well-being?</i>	<ul style="list-style-type: none"> We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. <p><i>Support which is always available:</i></p> <ul style="list-style-type: none"> Small group activities and nurture groups to promote social skills and social development. Senior staff provide a meet and greet at the front door every morning. We encourage children to try identify and also communicate their feelings.
<i>How will my child be included in the settings activities?</i>	<ul style="list-style-type: none"> We aim to include all children in all areas of our learning and all activities. Making the appropriate changes where necessary for each child.
<i>How will The Avenue support my child with transferring to a new setting?</i>	<ul style="list-style-type: none"> We write a detailed transition report for each child. We would pass any paper work and all information on to the parents and on to the new setting.
<i>What training do staff receive regarding SEND?</i>	<ul style="list-style-type: none"> We have regular staff meetings to ensure all staff are kept up to date with SEN developments. All staff have completed first aid training. Our SENCo regularly updates all staff with all SEND information. Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course. If we admit a child for whom specialist training is needed e.g. diabetes or Epipen use, training is provided as soon as possible.
<i>What specialist services are accessed by the setting?</i>	<ul style="list-style-type: none"> The SENCo, Amelia Wicks has had the required training for her role. The setting accesses some specialist expertise from Acorn Education Trust including behaviour support. All staff are able to access resources for social skills, fine motor skills, social communication difficulties, speech and language programmes. We access advice and support from the Specialist SEN Service, Inclusion support, Behaviour Support Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub, HCRG care group. Where requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses. We aim to work closely with any outside agencies that are involved with your child.
<i>How are the setting's resources allocated and matched to need?</i>	<ul style="list-style-type: none"> Child Progress Meetings, held 6 times a year with senior staff, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained. Key workers continually monitor children's progress.

	<ul style="list-style-type: none"> The Key worker and the SENCo will discuss the child's needs and what support would be appropriate. This will invariably involve liaison with parents as well. We make our best endeavours to ensure that children have the levels of support that they require. Of course, every child at the Avenue Children's Centre is an individual and different children will require different levels of support in order to help them make progress and achieve their potential. We consider this to be critical to the way in which we work and we commit a lot of time and effort in considering the appropriate level of support for each child.
<i>Can my child's hot dinner requirements be accommodated if they have a special diet?</i>	<ul style="list-style-type: none"> Special diets can be accommodated for, as long as we have advance notice.
<i>Who do I contact if I have further concerns or would like more information?</i>	<ul style="list-style-type: none"> The first point of contact would be to email the SENCo Amelia Wicks.- arm@avenue.wilts.sch.uk You could also arrange to meet with the SENCo. The Wiltshire Local Offer has a huge range of information about SEND in Wiltshire – www.wiltshirelocaloffer.org.uk
<i>What do I do if I have a concern about the provision for my child with SEN?</i>	<ul style="list-style-type: none"> If concerns raised with the SENCo are not met with a satisfactory outcome, you are welcome to contact the Childcare Manager, Christine Graham. Furthermore, a full copy of our complaints procedure is available on the setting website.



Special Educational Needs and Disabilities Offer

The table below illustrates the provision on offer at The Avenue Children's Centre. Decisions to allocate provision will be made according to need.

<u>Area of Need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>	<u>Wave 4</u>
Communication and language	<ul style="list-style-type: none"> • Visual timetables displayed • Communication with parents 	<ul style="list-style-type: none"> • Wave 1 plus • One Page Profile • Communication tracker • Meet and greet • Morning nurture group <ul style="list-style-type: none"> • Individual assessment and observation • Sensory toys • Now, next and then cards • Use of visuals 	<p>Wave 1/2 plus</p> <ul style="list-style-type: none"> • Referral to SaLT • Referral to SSENS • Referral to health visitor • 1:1 SaLT intervention • Small group SaLT intervention • SEN Passport 	<p>Wave 1/2/3 plus</p> <ul style="list-style-type: none"> • My Support Plan • TAC meeting
Personal, Social, Emotional well-being,	<ul style="list-style-type: none"> • Communication with parents 	<p>Wave 1 plus</p> <ul style="list-style-type: none"> • One Page Profile • Meet and greet • Morning nurture group • Individual assessment and observation • Use of emotions cards where appropriate • Social skills intervention <ul style="list-style-type: none"> • Use of a calm box in the quiet corner 	<p>Wave 1/2 plus</p> <ul style="list-style-type: none"> • Referral to SSENS • Community nursery nurse referral <ul style="list-style-type: none"> • ESA opened • Stepping stones referral <ul style="list-style-type: none"> • SEN passport 	<p>Wave 1/2/3 plus</p> <ul style="list-style-type: none"> • My Support Plan • TAC meeting
Sensory and/or Physical	<ul style="list-style-type: none"> • Communication with parents 	<p>Wave 1 plus</p> <ul style="list-style-type: none"> • One Page Profile • Meet and greet • Individual assessment and observation 	<p>Wave 1 / 2 plus</p> <ul style="list-style-type: none"> • Referral to health visitor • Referral to SSENS (phys/sensory) • Referral to Stepping stones. • SEN passport 	<p>Wave 1 / 2 / 3 plus</p> <ul style="list-style-type: none"> • My Support Plan • TAC meeting

