



Tenterfield Nursery School's Special Educational Needs and Disabilities (SEND)

Early Years Offer/SEN Information Report 2019-2020

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have Special Educational Needs (SEN) or are disabled, including those who do not have Education, Health and Care plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it. As part of this, the information below sets out Tenterfield's approach to how we provide for children with Special Educational Needs and Disabilities (SEND).

1. How does Tenterfield know if children need extra help?

All children:

- will have a key person who will get to know your child very well and develop a close, supportive relationship with them and you as parents/carers.
- will have a home visit, pre-school/playgroup visit and stay and play sessions before they start at Tenterfield. At these visits we can discuss with you and practitioners from their previous setting, strategies for how we can best support your child.
- will spend some 'tuning in time' with their key person at the beginning of each term. This is a time when a key person will spend an extended period of time playing 1:1 with each child in their group, following their lead and interacting with them more closely.
- will have their learning and development regularly assessed in all 7 areas of the Early Years Foundation Stage using the Early Years Outcomes age-related bands. This will identify if a child is working within the expected stage of development for their age. Each key person will have a termly Pupil Progress meeting with the Head teacher to monitor the progress of the children in their group.
- will have a 'WellComm' speech and language screening. This is used to assess children's speech and language development and helps us to identify at the earliest opportunity if your child needs any further support in this area.

Some children:

- may already have an identified Special Educational Need or Disability before joining Tenterfield. Our Special Educational Needs Coordinator (SENCO) Holly Brankin, will work with you and your child's key person to ensure that everything is in place before your child joins us.
- may already be receiving support from other professionals (e.g. health visitors, speech and language therapists, paediatricians). We will work with you to follow their advice within the Nursery.
- will be supported in the Nursery, by a link speech and language therapist who has termly visits to support the Nursery staff in identifying and planning support for children who may have speech and language difficulties.

A few children:

- will be referred to seek advice from Herts Integrated Services for Learning (ISL), which includes Communication and Autism Team, Early Years SEND team, Educational Psychologists, Sensory and Physical Impairment team.



2. How will Tenterfield staff support my child?

All children:

- are supported in an inclusive, welcoming and caring environment by qualified, dedicated staff.
- will have access to an inclusive environment and resources that are matched to their needs and interests.
- will have an online Tapestry Learning Journal which includes information from home and Nursery and is a visual record of their learning including observations that your child's key person has made and 'next steps' to further their development.
- will share with their key person each term 'what they are learning to get better at'.
- will have their learning and development regularly assessed in all 7 areas of the Early Years Foundation Stage using the Early Years Outcomes ages and stages.

Some children:

- will have their needs assessed in partnership with you using a four stage graduated approach: assess, plan, do, review. We will meet with you to make a 'SEND support profile/plan' for your child which identifies; their strengths, what makes them happy, strategies to support them and specific things we will be working with them on that term. Each term we will review this profile with you and share ideas that you can use to support your child at home.
- are assessed using the 'Individual Assessment of Early Learning and Development' (IAELD)
- who are displaying social communication difficulties will have their needs supported using the multi-professional SCERTS approach (Social Communication, Emotional Regulation and Transactional support.)
- may need support from an 'Family worker' in the Family Centre to work with you and offer support at home.

A few children:

- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Exceptional Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment.

3. How will I know how my child is doing?

All children:

- will have an online Tapestry Learning Journal which is shared regularly with you and during parent consultations.
- will have a 'Settling-in' report that is shared with you during the first half-term that your child starts at Tenterfield. This identifies 'next-steps' to help your child's learning and development.
- have parent/staff consultations at the end of each term to discuss how your child is doing and identify 'next steps' for learning.
- are welcomed into the setting with you at the beginning of each session and staff are available at the end of each session when informal information can be shared.
- will have the results of their 'WellComm' screening shared with you.
- will have their achievements, including progress towards their 'next steps' and achievements from home, celebrated in our weekly 'Celebration Assembly'.



The parents of some children:

- will have more regular meetings with our SENCO, Holly Brankin, to discuss and review your child's 'SEND support profile/plan'.

The parents of a few children:

- will have visits and additional reports from outside professionals who are working with your child.
- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.

4. How will the learning and development provision be matched to my child's needs?

All children:

- will be supported by qualified and experienced staff that differentiate the curriculum to match children's needs and abilities.
- will have access to a high-quality and stimulating learning environment that reflects the children's interests and promotes independent learning.
- will have 'special learning time' with their key person that is matched to their learning and development needs and is based on observations, assessments and their current interests and fascinations.
- will be supported in a communication friendly environment that includes visual timetables, Makaton symbols and signing, visual/symbol/photo cues and prompts.

Some children:

- will have an individual visual timetable and/or 'now and next' board.
- will be part of our provision map that identifies specific needs that children may have and strategies/activities to help support and develop these.
- on the provision map will take part in individual or small group sessions to work on specific areas of their development.
- will take part in individual or small group activities to work on particular areas of need that have been identified on their 'SEND support profile/plan'.
- will take part in individual or small group sessions with an SEND EY practitioner, overseen with support from Mrs Brankin, our SENCO to work on areas of need identified in the 'WellComm' speech and language screening or to take part in an 'Attention and Listening' or a 'Sound awareness' group.

A few children:

- will need a highly differentiated curriculum, based on the advice of outside professionals, and/or an Education, Health and Care plan.
- will have specific aids provided or recommended by outside professionals.

Where necessary our Acting Head Teacher, Mrs Beare or Mrs Brankin will seek additional training for staff, if appropriate, to meet specific needs.



5. What support will there be for my child's overall wellbeing?

All children:

- will be supported by dedicated practitioners who are welcoming and friendly and take pride in providing a caring, positive and inclusive environment.
- have access to a safe environment where there are several quiet, cosy areas to relax and have some quiet time.
- will have their achievements at Nursery and at home celebrated in our weekly 'Celebration Assembly'.
- are supported by practitioners who are skilled in listening to children and provide good role-models for positive behaviour.
- will have their well-being and levels of involvement during their play assessed using the 'Ferre Laevers' scales, as part of the observations that their key person completes. If any concerns arise we will talk with you to agree next steps and strategies to support your child.
- are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of well-being.
- will have any dietary requirements catered for.
- can access our fully integrated wrap-around care service that is open 48 weeks a year, from 7.30am–6.00pm term time and 8am–6pm during holiday periods.

Some children:

- require personal care such as help with toilet training.
- may access our 'Nurture Group' that runs twice a week alongside the Nursery session.
- may require support at home from a Family worker from the Family Centre.

A few children:

- may need a 'Risk management plan' that highlights the strategies to be used during parts of the day/routine that a child is struggling to cope with and is focused on prevention and de-escalation at the earliest possible stage.
- with ENF funding will have a designated person to support their learning.
- may require specific support to help manage medical or specialised care needs.

6. What specialist services and expertise are available at, or accessed by, Tenterfield?

All children:

- are taught by well qualified staff who are experienced in working with children in the Early Years.
- have access to family support, Outreach support, parenting courses/training, and holiday activities through our local Family Centre.

Some children:

- will require a referral to access support from other professional services such as a speech and language therapist or a health visitor.



A few children:

- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.
- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Exceptional Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment.

7. What training and/or experience do the staff, supporting children with SEND, have?

All children:

- are taught by staff that hold relevant Early Years qualifications. In addition we have three qualified teachers.
- are supported by Holly Brankin, (SENCO).
- are supported by staff who are experienced in supporting children with wide a range of needs and disabilities including; Speech, Language and Communication Difficulties, Autistic Spectrum Disorder, Physical disabilities, Hearing Impairments and Emotional and Attachment difficulties.
- are supported by staff who attend a weekly staff meeting, 5 INSET sessions a year and external training linked to SEND and to their own professional development.
- are supported by staff who have had training in; 'Supporting children with complex needs', 'Supporting children with Speech and language difficulties', 'ELKLAN-speech and language support for under-fives', 'Developing Nurture Interventions in Schools', 'WellComm screening training' 'Hertfordshire Steps approach to supporting positive behaviour management in schools', 'moving and handling training to support in the transfer of children who use mobility aids', 'Supporting children with Hearing Impairments', 'Supporting children with Downs Syndrome' and 'Using the SCERTS model in schools' (Social Communication, Emotional Regulation and Transactional Support).
- are supported by staff that have had training in, and use Makaton signing as part of their daily interactions with all children.

Some children:

- will benefit from our SENCO attending termly network meetings to keep up to date with the latest information and news.

A few children:

- will be working with outside professionals who guide staff on the next steps and strategies to use to support individual children.

8. How will Tenterfield help me to support my child's learning and development?

All parents:

- have regular access to their child's online Tapestry Learning Journal and are encouraged to contribute achievements and learning that happens at home.
- will be invited to termly parent consultations where 'next steps' for learning are shared and ideas for how you can support your child at home.
- receive a 'News on the 9th' newsletter each month with information about what is happening at Nursery.
- are invited to termly EYFS information parent learning sessions in the Nursery



environment where staff share with you activities for you to try at home to support their learning.

Some parents:

- will have more frequent meetings each term with their child's key person or Mrs Brankin to discuss 'SEND support profiles/plans' or strategies that are being used through the provision map to support their child.

A few parents:

- will be involved in 'Team Around the Family' meetings.
- will be involved in applications made for Exceptional Needs Funding.
- will be involved in applications made for an 'Education Health and Care plan' assessment.

9. How will my child be included in activities outside the setting?

All children:

- are invited and welcome to attend events and activities outside of the Nursery setting.

Some children:

- may require additional planning to ensure that they are safe and are able to participate in the visit/activity.
- may require special support aids or visual support aids that they use at Nursery to be available during the visit/activity.
- may need prior warning and visual prompts before the visit/activity to prepare them for a change in the routine.
- may require medicines to be administered whilst on a visit.

A few children:

- may require an individual risk assessment to be made prior to the visit.

10. How accessible is the Nursery building/environment?

All children:

- are taught and cared for in a safe and secure building which is on one-level and has no stairs. There is ramped access to almost all doorways/exits inside the Nursery.
- have access to an extensive outdoor area that has no steps.
- have access to toys and resources that are stored and displayed at child height to promote independence and easy access.

Some children:

- may need access to our nappy changing facilities.
- may need access to the disabled toilet.

A few children:

- may need adaptations to existing resources/environment to ensure they can access them appropriately and safely.



11. How will Tenterfield prepare and support my child with transitions between home, settings and school?

All children:

- will have a designated key person
- will have a visit from their key person to their pre-school or early years setting before they start at Tenterfield.
- will be offered a home visit.
- will have settling in 'stay and play' sessions with their parents before they start at Tenterfield.
- will have been invited to a 'New Parents' information session.
- will have a staggered start as they join Tenterfield to avoid all new children starting Nursery on the same day.
- have any assessments from their previous settings shared with their new key person at Tenterfield.
- will have their assessments and achievements passed onto their next setting.

Some children:

- will follow a flexible settling-in period depending on their needs.
- will have additional transition visits to their next/previous setting.
- will have staff from receiving settings visit more than once.
- will have visits from the SENCO of their next/previous setting

A few children:

- will have a transition meeting where parents and other professionals meet together to carefully plan an individual transition to their next setting.
- will be accompanied to their new settings with a key person from Tenterfield.

Tenterfield invites all of the settings that children are moving on to, to visit them at Tenterfield prior to starting.

12. How are Tenterfield's resources used to support children's special educational needs?

All children:

- will receive a high adult to child ratio of at least 1:10.
- will be supported by a key person who completes observations and assessments of their learning and plans exciting activities based on their 'next steps' for learning and current interests and fascinations.
- will be supported in their play by adults who engage in high-quality interactions with them.
- will have access to a high quality environment with stimulating resources that meet the needs of all children.
- will have a WellComm speech and language screening assessment.
- will be supported by staff who receive training on supporting children with SEND through weekly staff meetings and regular professional development.

Some children:

- may receive support from our SENCO, Mrs Holly Brankin.



A few children:

- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.
- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Exceptional Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment.

13. Who can I contact for further information about the Early Years offer at Tenterfield?

- Our SENCO Mrs Holly Brankin or our Acting Head teacher Mrs Vicky Beare.
- We encourage all parents to visit Tenterfield prior to applying for a place at the Nursery where individual needs and concerns can be discussed and a plan can be made for how we can best support your child.

14. How is the decision made about how much support my child will receive?

All children:

- will have their learning and development regularly assessed in all 7 areas of the Early Years Foundation Stage using the Early Years Outcomes age-related bands. This will identify if a child is working within the expected stage of development for their age. Each key person will have a termly Pupil Progress meeting with the Head teacher to monitor the progress of the children in their group.
- will have differentiated 'special learning time' with their key person to work on their own personal 'next steps' for learning.
- will have a 'WellComm' speech and language screening. This is used to assess children's speech and language development and helps us to identify at the earliest opportunity if your child needs and further support in this area.
- will be supported in the Nursery, by a speech and language therapist who has regular drop-in visits to support the Nursery staff in identifying and planning support for children who may have speech and language difficulties. She is also able to meet with you if you have a concern that you would like to discuss.
- will be supported by staff who have regular staff meetings to ensure all staff know your child's strengths and needs and how to best support them.
- have termly parent consultations to discuss your child's progress.

Some children:

- in discussion with you, their key person and our SENCO will identify if any extra support is required.
- will have a 'SEND support profile/plan' that has been written with you and identifies their strengths and strategies to support their learning and development.
- who Nursery School staff have identified through their observations and assessments, will be part of our provision map and will take part in individual or small group sessions to work on specific areas of their development.
- who Nursery School staff have identified through their observations and assessments, will take part in individual or small group activities to work on particular areas of need that have been identified on their 'SEND support profile'.
- will take part in individual or small group sessions with an SEND EY practitioner, overseen with support from Mrs Brankin our SENCO, to work on areas of need



identified in the 'WellComm' speech and language screening or to take part in an 'Attention and Listening' or a 'Sound awareness' group.

A few children:

- have outside professionals involved who will meet with you and their key person/our SENCO and will advise on the need for Exceptional Needs Funding or an assessment for an Education, Health and Care plan.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

For further information go to www.hertsdirect.org/localoffer

Delivering Special Provision Locally (DSPL)

DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, to ensure that there are a range of provision and support services available in their local community that :

- Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible.
- Improves outcomes for wellbeing and attainment
- Widens choice for children and parents/carers
- removes barriers to learning
- uses resources effectively

Contact details: dspl@hertfordshire.gov.uk

DSPL 5: Welwyn Garden City, Hatfield (excluding south Hatfield villages)

Website: <http://dspl5.co.uk/>

Lead School: Green Lanes Primary School

Lead school Headteacher: Michele Johnson - head@greenlanes.herts.sch.uk or dspladmin@dsplarea5.onmicrosoft.com

DSPL 5 Manager and SEND Lead (Maternity Cover): Vaneessa Sudan/Bev dsplarea5@greenlanes.herts.sch.uk

SEND Parent Support Workers: Hayley Warner/Leanne Marshment parentworkers@southfield.herts.sch.uk

Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offer a free, impartial and confidential service to parents, carers and/or their children and young people with SEND aged 0-25. We can offer support with preparing for meetings, writing reports and letters, applying for Education, Health and Care assessments, as well as signpost you to relevant professionals, voluntary organisations and parent support groups, we can also offer a range of training to parents and professionals. Additionally we can also offer Independent Support for families applying for an Education, Health and care assessment and also families going through the transfer review process.



Contact Details:

Telephone: 01992 555847

Email: sendiass@hertfordshire.gov.uk

www.hertsdirect.org/sendiass

If your child has additional needs and/or disabilities you can join their database and receive a card which you can present at leisure venues where you may be offered concessions.

Please visit www.hertsdirect.org/hand for more information.

The KIDS East and West HUBs offer information and support for parents and carers of disabled children and young people aged 0-19 in Hertfordshire

KIDS East HUB Divot Place, Hamels Drive, Hertford SG13 7SP

T: 01992 504013

KIDS West HUB Albanwood, Newhouse Crescent, Watford WD25 7BZ

T: 01923 676549

The latest version of the **KIDS HUB Directory** with details of inclusive clubs and activities, parent support groups and other useful services (the directory is constantly being updated as we receive news and changes from providers). The HUBs also have a Toy Library for disabled children and young people