



"More hands make light work"

May
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Inclusion Matters; SEN edition

Special SEN Edition:

There has been a huge focus on early years supporting children with 'additional needs' whether they be physical, social or emotional,



special educational needs (SEN). Polly Anna's prides itself in being a 'Right Respecting setting'. Article 23 of the UNCRC states that, "Children who are disabled, either mentally or physically, have the right to special care and education so they can lead full and independent lives". Inclusion is important to the team here at Polly Anna's, we believe that ALL children should receive the best early years start in life. ALL children are treated equally and with respect, and given the same support and encouragement to enable them to reach their full potential. We work very closely with parents and other professionals to individualise learning opportuni-

Individualised Learning: Under the SEN Code of Practice requirements, any child with an additional need requires an Individual Education Plan (IEP). As part of the 'Key person' role, staff share concerns when a gap in progress or learning is identified. Concerns are shared with the nursery manager,, who will then come and carryout an independent observation of the child. Helen is a qualified Special Educational Needs Coordinator, as is Louise & Steph. As the role of SENCo Helen or Steph will then complete a 'Baseline Assessment' and from that, draw up an action plan, (in consultation with parent/carers). It is then, an IEP is written up and specific targets are set. If the concern is in relation to behaviour, a STAR chart is introduced to monitor and record behaviour (to identify patterns or triggers). If needs be a Behaviour change chart is then introduced and agreed by parents and practitioners. It's surprising how much work goes into supporting specific needs, recording, monitoring, analysing etc.

A good place to start:

In September 2012 the Government are introducing a new Revised Early Years Foundation Stage Framework (EYFS). The team at Polly Anna's are already planning to incorporate the imposed changes. One very big change will be the introduction of a statutory assessment for all children between the age of 2 to 3 years. The aims of this assessment will be in relation

to 'Early Intervention' and identification. This is something that we already do, but as from September, will need to be a more formal, summative assessment that will result in us writing up a written report for parents and carers. This will be referred to as the 24-36 month progress check. It is out intention to conduct these checks around the time of transition from the Birth to three unit, in to pre school. It seems a significant time, and will also then double up as a useful report for the child's newly appointed key person. And form part of the child's learning journey. We will then give parents the opportunity to meet with their child's key person to share and go through the summative report on a 1 to 1, giving opportunity to celebrate the child's progress. As a manager I feel any concerns would have been 'picked up' by then, but if not, it will also be an opportunity to sensitively discuss any concerns and agree on a way forward to support the additional needs.

Parent Partnership: Please remember that we see parents and carers as experts in their children, we always welcome information and observations from home to support children's individual learning journey's. The more evidence we can collate, the better the over picture reflects your child/ren. So keep the home/nursery link forms coming in, they are greatly appreciated by all staff.

Communication Matters: As a nursery we are forever reviewing our service and our practice with an aim of raising quality. In July we will be starting a new programme called 'Every Child a Talker' (ECAT), this is a speech and language programme designed to help practitioners and parents create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with learning language through every day experiences. Some of the staff will be attending an initial training session in July, followed by further training and in-house support from the city of York, early years support advisers. We are required to nominate an Early Language Led Practitioner (ELLP), to coordinate the introduction of the programme and support the team in action planning for their specific areas. This will be Hayley Clipperton (Under Two's Early Years Practitioner). Following the training, we will be sharing information with you as parents, and creating resources that you can share and use in the home. Please be assured that we already monitor and support children speech and language development, it is one of the main focuses within nursery planning.



York's promise to children and young people with SEN:

As part of the governments response to the SEND paper, many changes will occur in the way the City of York deliver services for families with a child with an SEN. York have published what will be their 'Local Offer' in a new booklet titled 'Making life easier for you'. Parent who have a child who has specialist support from outside agencies will be given a copy, or signposted to an agency that can provide them with a copy. They are available to download from the Families Information Service (FIS) website. Nursery does have a downloaded copy which I will be happy to email families (on request).



As part of this booklet it explains good practice and gives us as early years settings sample documents to use to support the exchanging of information and pre planning. For those children with a SEN, Helen will be arranging specific meetings with the school SENCo's to ensure that provision is in place for the child's smooth transition to school. For all other children, transition forms will be passed on detailing the child's learning and progress, so schools can see where your child is 'at' in terms of emerging skills, knowledge and attitudes. Parents will also have received this information via the parents evenings or one to one meetings with your child's key person.

Because children don't come with a handbook!

At a recent Early Years Integrated Service conference attended by myself & Wendy (pre school team manager) we were fortunate to hear a guest speaker from 'Home-start' a voluntary organisation for families with children from birth to five years (and older siblings). It's a home visiting service, that offers regular family support, practical advice and assistance, encouragement and friendship. If families feel that they could benefit from support around all manners of issues, that may include, eating; sleeping; behaviour; bereavement etc then they can self refer themselves to the service. It's free, confidential and non judgemental. For more information contact the local York branch on 01904 6 7 4 7 6 4 or email homestartyork@ukgateway.net for advice.



Transition Time:

As part of the above document the City of York have also introduced and published a booklet titled, 'Starting Primary School' a parent guide to help support the transition from early years in to school, specifically aimed at families with children who have a recognised special educational need.

