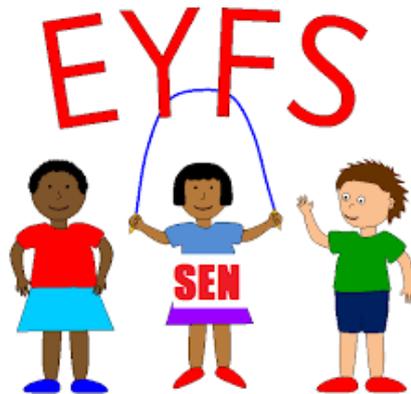


Brookside's EYFS Hoot Owls SEND



*Here is a brief outline of the process we have in place when caring for children with SEND into Hoot Owls at Brookside.
(This may vary according to the needs of the child)*

Before any new children start in Hoot Owls, connections and conversations take place between Nursery and School about Transition and how the children identified with SEND can be best supported in the classroom. Support Plans/EHCPs are studied, and any changes needed are planned for.

Parents are consulted, and their views/suggestions are gathered as useful information for planning support.

An 'All About Me' document is completed by parents about their child, and Home Visit/Telephone Call arranged to see the child in their own environment. Notes are taken. This time is important as the child is more relaxed and confident during this initial meeting in their own home.

Two School Stay and Play Sessions are planned, possibly with the Nursery SENCO attending and/or School SENCO involvement. Any information gathered to date, helps us to plan for supporting the SEND child moving forward.

Discussions between the EYFS Hoot Owl teacher and the school SENCO plan for the SEND children to start school successfully and help them to settle in. Quality First Teaching as well individual EHCPs/Support Plans help the child to be supported appropriately.



Once the children start school every child has a One Page Profile completed so that we have a detailed and thorough understanding about how to best support all the children in our care.

Baseline Assessments, Speech link and Language Link

Assessments are completed over the first half term in School.

The results of these Assessments inform us when implementing the class Rainbow Curriculum which offers support to those children who need it across the EYFS Hoot Owl Curriculum. Any child identified by Language link/Speech link Assessment is referred - with parental approval. All assessments and some evidence of support given is placed in the 'This Is Me' book that each child in the class has. This ensures that a whole picture of a child can be seen in one place. It has been very useful.



Before Interventions begin, parents are told the areas that the child requires further support in. This is usually done during the Autumn Parents Consultation meeting, but may be before if serious concerns are raised,

Interventions are then put in place for those children with SEND as well as the children who have been identified as needing extra support in areas. Any 1:1 Programmes from Professional Services eg SALT, are implemented by either the LSA (Resourced) or class TA. Informal tick lists are used in class to check that the intervention has taken place.

The following Interventions are offered in our Rainbow Curriculum...

Social Skills

Speech and Language (1:1, Speech link/Language link)

Fine/Gross Motor

Sensory

Phonics/Maths Support

Acceleration

Regular monitoring takes place to ensure progress is being made and that the level of support being received by each child is adequate. The Class Teacher liaises with Professionals eg Sp&L when appropriate, or meets with parents/SENCO to discuss the need for a referral.

The Continuous Provision both indoor and outdoor often supports the learning and intervention needed giving extra opportunity for regular practise eg fine motor skills through Funky Fingers/Dough Disco/Squiggle Write. Staff also use questions and specific vocabulary to extend children's learning through their play or teacher led activities.

SEND Parents Consultations are offered with the Class Teacher/SENCO to discuss progress 2x year, EHCP children have an Annual Review. SEND Plans/EHCPs are reviewed, and new targets set. Mini Reports are sent to Parents in December and March, with a final report going out in July, reporting against the Early Learning Goals. This ensures that parents are left in do doubt about how their child is performing in Hoot Owls.

Detailed Transition meetings are held with (Year 1) Snowy Owls teacher in July. Each child's needs and One Page Profile are discussed in detail as well as the areas which are the focus of extra support and intervention. The 'This is Me' book is again very useful here.

Children are then offered individualised Transition support according to their needs. This ensures that SEND children can have as smooth a Transition as possible.

