

Special Educational Needs and Disability
report for

Coin Street family and children's centre



This information report is an appendix to the
CSfcc Inclusion Policy.

The following documents are referenced
SEN code of Practice 2014
Equality Act 2010
Children and Families Act 2014

Who are we and what do we do?

Coin Street family and children's centre (CSfcc) is situated in a purpose built Neighbourhood Centre on London's Southbank. The building has allocated on-road parking and an underground car park with disabled access.

Coin Streets family and children's centre is an integrated team comprising:

Family Support:

- Open Access & targeted early years play opportunities
- Parenting courses and family case work
- Information & advice sessions
- Family Learning courses and activities

Childcare:

- Nursery day-care
- Holiday Play Scheme
- Crèche sessions

Training & Employment:

- 1-2-1 career and job search support
- Vocational and Basic Skills courses
- Volunteering opportunities

Health:

- Antenatal courses for expectant parents
- Young parent's sessions
- Midwifery antenatal appointments
- Breastfeeding support
- Health Visitor development checks
- Workshops in weaning, healthy eating, sleep, etc.

At CSFcc we welcome children, young people and adults with special educational needs and/or disabilities as part of our community and we will ensure that all children have equal opportunity to engage with the curriculum. We will provide a broad, balanced and relevant Early Years Foundation Stage Curriculum for children 0-5 years of age. We will ensure that the needs of children are identified, appropriate adjustments made and specialist advice and support is accessed if necessary. We will work collaboratively with parents, carers and any professionals who may be involved with the family.

This policy will outline how we ensure excellent provision for children with special educational needs and those with disability (SEND) at our Family and Children's Centre. It will explain the different provisions that take place in the centre and how you can get support for your child.

Definition of Special Educational Needs and Disability (Section 20 Children's and Families Act 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

-has a significantly greater difficulty in learning than the majority of others of the same age,

or

-has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged 2 or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is:

-likely to fall within the definition in the third paragraph above when they reach compulsory school age,

Or

-would do so if special educational provision was not made for them

(Section 20 Children's and Families Act 2014)

A person has a disability as defined by the Equality Act 2010 if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

[Family Support early learning activities](#) are generally located in the Bernie Spain Room or Ian Davidson Room, on the ground floor behind our Help Desk where staff are available to support anyone new to the building. There is a community play room and training room. Both are wheelchair accessible and have the use of a small kitchen, baby changing area and toilets. The team support any family with a child under 5 years of age for 50 weeks of the year and our programme of activities are generally term-time only during school hours. The family support team are based on the 2nd floor office space.

The ground floor space is used for the [holiday play scheme](#) during school holidays for children 4.5 years old to 11 years old and has 32 places. It offers an extended day from 8am until 6pm and short day from 9am until 4pm. It is run by qualified teachers and specialist play staff.

[The nursery](#) is situated on the first floor and can be accessed using either stairs or a lift. The disabled toilet with shower facilities is located on the first floor. The nursery is open from 8am until 6pm and offers either full and part time places all year around or term time only. We accept children from 3 months to 5 years for 50 weeks of the year. Coin Street Nursery is one of Lambeth's enhanced provisions and provides 4 places for children with SEND. The space is run by an Early Years Manager in each age group and supported by a teacher. Staff are all qualified to at least a level 3.

[The crèche](#) facility is located within the nursery and offers up to 9 places for children 6 months to 5 years whose main carer is accessing support through the children's centre. This is a term time only provision. It is run by our Priority Families and Inclusion Manager.

[The health suite](#) is based in the basement of the building, which is where antenatal appointments take place. This is accessible by both stairs and lifts. We also have a confidential [consulting room](#) on the basement floor, for use by the Training & Employment manager and for Citizen's Advice Bureau appointments and 1-2-1 meetings with family support for casework.

All floors – throughout the building – are accessible by lifts and offer toilets designated for those with disabilities.

Roles and Responsibilities

The Head of Early Years Education (Kathryn Yiannadji) has overall responsibility for the leadership and management of special educational needs and/or disabilities. She is also the **Special Educational Needs Co-ordinator (SENCo)**

Priority Families and Inclusion Manager (PF&IM): Carine Leung

Family Services Manager: Hommie Beharry

Family Support and Outreach Coordinator: Hayley McGrane

What is the role of the SENCo?

- The SENCo-Kathryn Yiannadji has overall responsibility for coordinating support for children with SEND
- She will meet or, the most appropriate person will meet with parents and carers regularly to involve them with the support being offered, set targets, review targets and discuss referrals
- She will liaise with all outside agencies who come into the nursery to support a child with SEND e.g. speech and language therapist or physiotherapist
- She meets regularly with the Priority Families and Inclusion Manager to ensure observations are made and children are identified as needing help
- The Priority Families and Inclusion Manager supports practitioners in adapting activities, setting targets and observing children

Who are the best people to talk to about your child's difficulties with learning/special educational needs and/or disability (SEND)?

If accessing family activities, you can speak to:

- Any practitioner in any activity about your concerns. The practitioner will refer you to the best person to offer help and advice.
- Any Early Years Educator who supports you in your home or crèche. They will be able to offer a range of support and ongoing advice and refer you on to other services as appropriate to the needs of your family.
- The Priority Families and Inclusion Manager is available and can offer information and referrals on to other relevant services.
- Hayley and Hommie Beharry are also available. They are situated on the 2nd floor so please ask a member of the team to contact them for you.

Parents and carers can also speak to our Head of Early Years Education, Kathryn Yiannadji. She is available to speak to and can offer advice and strategies. Kathryn can also make a referral on to other services where appropriate, as the settings designated SENCo.

In the nursery you can speak to:

- Your child's key person – who knows your child best at nursery and has a supportive relationship with you. They will be able to carry out additional observations and offer a range of activities for your child. They can refer you to someone else if needed.
- The Early Years Manager who oversees your child's room. They can offer further advice and strategies.
- The Priority Families and Inclusion Manager is available and can offer advice and referrals on to other relevant services.

Parents and carers can also speak to our Head of Early Years Education Kathryn Yiannadji. She is available to speak to and can offer advice and strategies. She can also make a referral on to other services where appropriate. Kathryn is the settings designated SENCo.

In the crèche and holiday play scheme you can speak to:

- Any practitioner about your concerns. The practitioner will refer you to the best person to offer help and advice.
- The Priority Families and Inclusion Manager is available and can offer advice and referrals on to other relevant services.

Parents and carers can also speak to our Head of Early Years Education, Kathryn Yiannadji. She is available to speak to and can offer advice and strategies. She can also make a referral on to other services where appropriate. Kathryn is the settings designated SENCo.

Identifying children with special educational needs

If a member of staff, is concerned about the development of a child, or a parent has expressed concern about their child, the staff will discuss this with the PF&IM. The triggers for intervention at this initial stage of 'SEND support' through the graduated approach (assess, plan, do and review) could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- continues working at levels significantly below those expected for children of a similar age due to cognition and learning difficulties
- presents persistent social and emotional health difficulties and/or well-being difficulties
- has sensory and/or physical problems, and continues to make little or no progress
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

(SEND Code of Practice July 2014)

The PFIM and staff will share any concerns with the parents/carers who will be fully informed and involved in planning any further action. This may be recorded in the 2-Year-Old Progress Check, where appropriate. The graduated approach will continue with the child's needs being met through the continuation of interventions and support provided as part of the assess, plan, do and review cycle. At this stage it may be necessary to start a SEN support plan in order to document the support the child is receiving and the levels of progress being made. Support may also be provided through referrals to outside agencies, which can be requested and made by the parents, the PFIM or Family Support team.

Other ways in which support will be provided at the 'SEN support' level include:

- organising a support plan meeting
- initiating a Common Assessment Framework (CAF) and Team Around the Child (TAC) meeting
- targeted individual or group sessions

Requesting an Education, Health and Care Plan Assessment

If despite receiving an individualised programme and/or concentrated support the child continues to experience difficulties, a request for an Education, Health and Care Plan (EHCP) would be considered. When deciding upon requesting an EHCP assessment the following should be taken into consideration:

- whether the child continues to make little or no progress in specific areas over a long period (one term)
- whether the child continues working at a level substantially below that expected of children of a similar age
- whether there is recorded evidence of the child's identified needs
- whether individual strategies have been in place for a reasonable period of time
- whether outside advice has been sought in relation to the child's:
 - physical health and functioning
 - communication skills
 - perceptual and motor skills
 - social skills
 - emotional and behavioural development
 - response to learning experiences
 - parent(s)/carer(s) views
- whether the child has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.

Support from outside agencies may include specialist help from the Speech and Language Therapist, Educational Psychologist, Clinical Psychologist, Occupational Therapist, Physiotherapist, Hearing Impaired Service, Visually Impaired Service, Consultant Paediatrician, Health Visitor, Specialist Nurse, Doctor, Mental Health Services, etc.

What are the different types of support available for a child with SEND at Coin Street nursery?

- All children will receive a home visit, a 6-week review meeting and transition meeting when they move room. They will receive a written report when they are 30 months old and regular meetings to discuss progress.
- All children can expect to receive learning opportunities which are appropriate for their age, stage and interests. We use the “assess, plan, do review cycle across the EYFS when planning all activities.
- All children are assessed throughout their time with us using the Early Years Foundation Stage.
- Activities are adapted regularly to ensure children make progress.
- The Priority Families and Inclusion Manager will support the Key Worker if a child does not seem to be making the progress expected or if their learning style is different or they need extra support.
- We will meet with parent and carers if after some changes to activities or a little extra help the child does not make progress. During this meeting we will set some targets and discuss what we have observed. We may also make referrals on to other professionals such as speech and language therapy.
- If your child already has an identified SEND, then we will meet with you before they start with us to ensure we have everything in place. This may include ensuring the key person receives additional training or makes contact with a speech therapist etc.
- We will implement any strategies suggested by other professionals and invite them in to support us in making adaptations where required.
- If you live in Lambeth and your child has a high level of SEND, we will make a referral for them to be part of our Enhanced Provision quota.
- If your child continues to make little or no progress you will be able to, with our support to make a request for an Education Health Care Plan.
- If you live in Southwark and your child has a high level of SEND, we will make a referral for some additional funding. This will then enable us to make a referral for an Education Health Care Plan.
- We will follow the Education Health Care Plan to ensure your child has their needs met and we review it every 6 months.

How is extra support allocated to children and how do they progress in their learning?

- All children are observed and photographs are taken. This evidence is used to plan activities and learning opportunities.
- Children's achievements are tracked and information is shared with parents regularly.
- The key person will discuss any concerns they may have about a child with the Priority Families and Inclusion Manager (PF&IM). Additional support is then provided by the PF&IM through additional observations, 1-1 activities, attending meetings with parents and making referrals on to other professionals.
- The PF&IM meets with the SENCo weekly to discuss interventions and plan future support.
- Coin Street Nursery is an Enhanced Provision for London Borough of Lambeth, which means that if you live in Lambeth we receive extra support for up to 4 children.
- If you live in Southwark we are able to make an application for additional funding which we use to enhance the provision through an additional adult. This funding is used for children with high level needs.
- The SENCo becomes involved when a child's needs become high enough for additional funding to be allocated. The SENCo makes the applications for funding or enhanced provision. The SENCo will also make the application for Education Health Care Plans where needed.
- Children with Education Health Care Plans will have their needs met as set out in the plan. The plan is reviewed every 6 months.

How can parents/carers let us know if they are concerned about their child's progress?

Using family support activities

- Please speak to any member of staff who is running the session you are attending or your case worker. You can also speak to any Early Years Educator who supports you in your home or the Priority Families and Inclusion Manager. The Head of Early Years Education - Kathryn - is also available to offer any advice and support.

In the nursery

- Please speak to your child's key person in the first instance. If you continue to have concerns, then you can speak to the Priority Families and Inclusion Manager or the Head of Early Years Education

In the crèche or holiday play scheme

- Please speak to any of the staff who are supporting your child in the first instance. If you continue to have concerns, then you can speak to the Priority Families and Inclusion Manager or the Head of Early Years Education.

How will we let you know if we have concerns about your child?

- We plan activities based on the children's interests and stage of development. This means that activities are tailored to what your child enjoys doing. We share this information with you when we carry out a handover at the beginning and end of the session. If we find that we are needing to adapt activities or offer additional support, we will let you know by inviting you to a meeting.
- During this meeting we will share our observations with you and set some targets so that we can track the progress that your child is making. We may also suggest referrals on to other agencies such as Early Start or Speech and Language Therapy.
- We will meet with you again after 2/3 months to see how things are going and share progress made.

Who else provides services to children in your centre?

Family support activities

- Early Years Educators run most of our sessions
- We also have sessions run by Health Visitors, Speech and Language Therapists, and Dieticians.
- Portage, Southwark Oral Health and Midwives who support breastfeeding, Young Parents Midwives and Family Nurse Partnership also access the centre.
- Head of Early Years Education through home visits where needed

Nursery and crèche

- Early Years Practitioners support all sessions
- They are overseen by the Deputy Head and Head of Early Years Education
- Head of Early Years Education is also the SENCo
- Early Years Educators support their families

Where a referral has been made we may be supported by:

- Speech and Language Therapist, Physiotherapist, Occupational Therapist, Hearing Support Service, Visual Support Service, ASD Outreach workers, Educational Psychologist, eating specialist, Southwark Early Help workers, CAMHS and any other practitioner who would visit your home to offer support.

How are the staff in the centre helped to support children with SEND?

- All childcare staff are qualified to at least a level 3 and receive additional training through Lambeth and Southwark Early Years Teams to support their practice.
- All practitioners receive 1-1 training from our external professionals when a referral has been made for a child. This 1-1 training ensures they are supporting the child and enables them to best meet the child's needs. This training is carried out through regular visits from the external professional and is usually a practical session run with the child concerned.
- The Head of Early Years Education/SENCo has extensive additional knowledge in many areas of SEND and provides additional training for all staff in areas such as Autistic Spectrum Disorder and Managing Behaviour etc.
- The Priority Families and Inclusion Manager supports all of the practitioners in implementing new strategies and activities for children.

How is teaching and learning adapted to the needs of a child?

- We plan activities based on your child's interests and stage of development. Children's needs are taken in to account during this process.
- Planning is adapted to meet the needs of all children as part of the planning process.
- Specific strategies and resources are used to support children either individually or in a group.

How is children's progress measured?

- All children in day care will receive a baseline judgement within the first 8 weeks of their start date with us. We use the Early Years Foundation Stage (EYFS) to determine this.
- All children are observed throughout their time with us and the observations and photographs are uploaded on to our cloud based application which can be accessed by parents/carers.
- All children in day care will receive a report at 30 months which will show the progress made against the EYFS
- Our cloud based application allows us to track the progress that your child is making and this is shared with parents.
- Children with SEND will have a support plan where targets are set and reviewed.
- Children with a Common Assessment Framework (CAF) will have a review of progress every 12 weeks.
- Families accessing a Case Worker will have their child's progress monitored through the Family Star System.
- Children with an Education Health Care Plan have a formal review every 6 months with parents and other professionals involved making a contribution.

What support is offered to parents/carers?

- Your child's key person or an Early Years Educator are generally available to talk to parents/carers about any concerns that they may have or to share information with.
- The Priority Families and Inclusion Manager is available to speak to parents/carers to discuss concerns and/or offer advice and support.
- Head of Early Years Education and Deputy Head are available most days however an appointment may need to be made to discuss anything sensitive.
- You can access support from any of these people by either popping in to see us, calling the nursery on 02070211675 or by emailing nursery@coinstreet.org your query will be dealt with by the best person available.
- Hommie Beharry- Family Services Manager and Hayley McGrane - Family Support and Outreach Coordinator are also available to help any family who do not attend the nursery. Please call 020 7021 1600 and you will be transferred. Or email: h.mcgrane@coinstreet.org or h.beharry@coinstreet.org.

How accessible is the centre?

- The neighbourhood centre is fully accessible with wheelchair access, disabled toilets and lifts to each floor.
- We offer a flexible approach to all that we do with the child and family at the centre of all decisions that are made.
- Reasonable adjustments are made to support the day to day accessibility of all services on offer.
- If your child is finding it difficult to access our services, please speak to a member of the team and we will do our best to accommodate their needs.

How do Coin Street support transitions on to other settings?

- If your child has SEND, we will contact the next setting and arrange a transition meeting. This ensures that strategies are put in place ready for your child to start.
- We will suggest that your child's key person visits the new setting with you.
- We will make a transition book with your child to share with their new teacher.
- We will hand you a copy of your child's portfolio which contains all of their observations and photographs.
- We run a School Readiness programme that parents are encouraged to attend.
- Head of Early Years Education is on hand to support you during the application process and to answer any questions relating to moving setting.

How do we support the personal, social and emotional development?

- If your child is due to attend the nursery or has a Case Worker we always start with a home visit to that children and families meet us in a place where they feel safe. Relationships can be built from a solid foundation of respect and understanding.
- PSED is one of the Prime Areas of the EYFS. This is a priority for all children and forms the basis for all further learning. PSED is planned for in the same way as all other areas of learning.
- We have a robust safeguarding policy which ensures children's safety is at the forefront of all that we do.
- Feelings are discussed regularly so that they are able to name how they feel.
- Children are encouraged to play with children from different age groups, sit with friends at lunch time and have small group times where their voices can be heard.
- Opportunities to celebrate similarities, differences, accomplishments and events are planned for.