

# The SEND timeline - how we will work with your child with SEND

## Step 1: Identification and Initial Action

If the nursery or yourselves have any concerns about your child's progress or behaviour, a meeting will be scheduled to discuss this with you in more detail and to:

- listen to any concerns you or the nursery may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

It may be appropriate at this stage to provide your child with an Individual Education Plan (IEP). This is a target-setting device, which allows you and our SENDCo to set appropriate targets to assist your child in making progress towards academic or social goals. The IEP will be reviewed termly (half-termly in the Early Years) by you and your child's class teacher, and is also shared with your child.

## Step 2: The Creation of an Individual SEND Plan

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve his or her best at Little Legs Montessori Nursery.

**Some young people with SEND may need extra support to achieve their learning potential.** If this is the case then this is what we will do. We will arrange a meeting with their parents to talk about what is needed to put together an Individual Education Plan (IEP). Before the IEP can be drawn up we will need to consider the following information:

- The young person's needs and what he or she will require on their learning journey through Little Legs Montessori Nursery.
- The views of the young person and what they think they need support with.
- The views of the parents and what they would like to see as an outcome from their child's time at Little Legs Montessori Nursery.
- A nursery based learning assessment
- Current and expected levels of attainment.

We will look at all this information and then the IEP will be drawn up. The IEP will include success criteria so everyone at the meeting will have something to do to help the young person on their learning journey. We will set a review date on the IEP. This will give us time to work together to achieve the agreed outcomes.

### **Step 3: SEND Provision by the school/outside agencies/ alternative or specialist providers**

SEND Provision at Little Legs Montessori Nursery is multi-layered and children may have access to any or all of the following stages of support:

#### **Teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- We have the highest possible expectations for your child and all pupils in the nursery.
- We base our learning on building on what your child already knows, can do and can understand.
- Different approaches are in place so that your child is fully involved in learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- We will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

#### **Specific group work with in a smaller group of children.**

Within the nursery environment, we may plan specific activities for your child to work on, either one-to-one or in a group with adult support. These will be monitored and reviewed and will be adapted according to the needs of the child.

#### **Specialist groups run by outside agencies e.g., Speech and Language therapy OR Occupational therapy groups**

Sometimes, children have a need which has been identified by the SENCO as requiring some extra specialist support in nursery from a professional outside the nursery. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service; County Inclusive Support Service (CISS) etc

For your child this would mean:

- You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the nursery to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the nursery and yourself understand your child's particular needs better and be able to support them better in nursery.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported at nursery, e.g some individual support or changing some aspects of teaching to support them better.
  - Support to set better targets which will include their specific expertise.
  - Group or individual work with an outside professional

### **Specified Individual support**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCo as needing a particularly high level of individual or small group teaching.

Usually, your child will also need specialist support in nursery from a professional outside the nursery. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The nursery (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe or complex and that they need specific support in school to make good progress. If this is the case they will write an Education, Health and Care (EHC) Plan. If this is not the case, they will ask the school to

continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- Throughout the process, our SENCo will keep you up to date with information and how your child is progressing.
- If you would like to know more about requesting a statutory assessment in **CAMBRIDGESHIRE**, more information can be found by clicking [here](#).
- If you would like to know more about requesting a statutory assessment in **SUFFOLK**, more information can be found by clicking [here](#).

## **Step 4: Monitoring, Assessing and Reporting**

Your child's progress is continually monitored by the SENDCo

Children who are identified as having a Special Educational Need or Disability will have an IEP which will be reviewed with your involvement, half-termly and the plan for the next term made.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making progress within any individual work and in any group that they take part in.

Interventions that children are taking place are constantly monitored and their effectiveness evaluated. Interventions will be tailored to your child's needs based on these evaluations.