



## **Little Cherries**

### **Special Educational Needs and Disabilities Information statement**

Our Special Educational Needs Coordinator (SENCo) & Inclusion Coordinator is: Dawn Sheehan.  
Our Inclusion Assistant is: Liz Williams.

**We are an inclusive setting, welcoming all children and their families and valuing each child as an individual. We believe that every child has an equal right to high-quality care and education. We seek to meet the needs of all children in our care and consult with parents/ carers and other professionals.**

#### **How we know if children need extra help**

- We build on information from parents (e.g. 'all about me' & 'EYFS What to Expect When'), previous settings, Health Visitors and professionals from other services. This, together with key-workers observation and assessment, helps us to plan how to support each child's learning. This process identifies children who are not making expected progress and where there may be a need for additional support. This will be discussed in the first instance with parents/carers.
- If parents/carers have concerns about the progress or development of their child they should speak to their child's key-worker to discuss their concerns, who will liaise with our SENCo as appropriate.

#### **How children are supported**

- All staff are responsible for ensuring that teaching and learning is appropriate for all children. Provision for all children is based on a four part cycle 'Assess, Plan, Do and Review'.
- For children with identified special educational needs or disabilities staff carry out a more detailed approach to the 'Assess, Plan, Do and Review' cycle with the support of the SENCo. Planning is regularly reviewed, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.
- For some children, additional small group activities are planned to promote early interaction, listening and attention skills, language/communication skills and physical development. To help children benefit from these activities they usually take place in a quiet, distraction free environment out of the classroom. For children requiring specialist support a staff member may

additionally work with the child within the classroom with everyday play, communication, interactions and routines when possible.

- Key- Workers remain responsible for each child's development on a daily basis. They work closely with the parents and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports all practitioners in the further assessment of the child's particular strengths and needs and advising on the effectiveness of interventions.
- The SENCo will follow Local Authority guidance on requesting further support/assessment for a child when necessary; this is done with discussion and agreement from parents.
- The SENCo will complete a risk assessment for children who require a high level of support or whose behaviours exhibit risk within the setting. The risk assessment will determine appropriate interventions and actions necessary for all children's safety and well-being.
- Little Cherries is committed to full inclusion and support is given by means of reasonable adjustment; children's access to the setting is enabled through a collaborative approach with parents and adherence to Local Authority processes e.g. an Early Support referral when a Special Educational Need is identified.
- Little Cherries will seek to obtain additional funding to support a child's Special Educational need through SEND services processes.
- If a child has a significant long term need the setting SENCo will liaise with parents and other professionals with regard to an Education Health Care Plan assessment request.

### **How we involve children in decisions about their education**

- Staff are committed to the principle of seeking and taking account of the views of each child. Because the children are so young we attempt to do so through observation of the child at play, listening to the child and talking with parents and other professionals.
- Interests - For all children staff attempt, as far as possible, to link play/teaching/learning with children's individual interests.

### **How we work in partnership with parents**

- Parents are central to our understanding of their child and ensuring good outcomes, they are fundamental to the Assess, Plan, Do, Review cycle.
- Staff talk with parents regularly about their child's development. Parents are encouraged to talk with staff as soon as they have a concern.
- In addition there are a number of opportunities for children with SEND and their families to consult with practitioner and our SENCo throughout their time at little cherries. These include parent and practitioner discussions, planning and reviewing progress with key-workers or/and SENCO and Family Planning meetings when appropriate.

## **Expertise and training of staff**

- All staff access regular training about SEND as part of their continuous professional development.
- Staff develop specific skills and interventions through working closely with other professionals e.g. Speech and Language Therapists (SALT)
- In addition, key staff have attended Makaton Sign Language and Speech and Language development training.
- In addition our Inclusion staff have a broad range of specialist training including: Speech and Language support, Autistic Spectrum Disorder training, Alternative Communication Systems, Behaviour support, Equalities, Moving and handling, Special Educational Needs and Emotional resilience training. This has been developed over seventeen years of practice.

## **Working with other professionals**

- We work closely with specialists, such as Educational Psychologists, Early Years Foundation Stage Advisors, Early Support Coordinators, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Health Visitors and Social Care staff as appropriate.

## **How we support transition to the next setting**

- We liaise closely with a child's future or previous setting to ensure that they/we are fully informed of the child's needs, the current provision and that we have passed on/received all relevant documentation. A '**Transition Meeting**' may be held to support the process.

## **What to do if you are unhappy about provision for your child**

- If you have any concerns about the provision for your child, you should: Speak in the first instance to your child's key-worker or the SENCo. If the matter is not resolved you should speak to the Manager or to the Management Committee. Any complaints will be managed in accordance with Little Cherries Complaints Procedure.

## **How to contact support services**

- Little Cherries Inclusion Coordinator: [Dawn@littlecherries.org.uk](mailto:Dawn@littlecherries.org.uk)
- Speech and Language Therapy (SLT) – Drop Ins are held frequently at all Children's Centres. Look out for posters advertising dates. Tel 01223 884494. The SLT service in Cambridge has a very informative website - [www.slc.cambridgeshire.nhs.uk](http://www.slc.cambridgeshire.nhs.uk) or [www.slc.cambridgeshire.nhs.net](http://www.slc.cambridgeshire.nhs.net)

- SENDIAS <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendias>
- Pinpoint – A network providing independent information for parents in Cambridgeshire Tel 01480 499043  
[www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)
- Cambridgeshire Authority's Local Offer The Local Offer, which provides information about all of the services that Cambridgeshire provides for children with SEND, can be found at -  
[www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)