

## **Homerton Children's Centre**

### **Special Educational Needs and Disability Information Report**

You may also like to read our Special educational needs and disability (SEND) Policy  
Our Special Educational Needs Coordinator (SENCO) is Louise Yarrow.

#### **1. The types and levels of need for which we make provision**

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

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

- We build on information from parents, from previous settings and from professionals from other services if involved. This together with ongoing observation helps us to plan how to support each child's learning and quickly identify children who are not making expected progress and where there may be a need for additional support. This will be discussed with parents/carers.
- If parents/carers have concerns about the progress or attainment of their child they should speak to the class teacher to discuss their concerns who will liaise with our SENCO as appropriate.

#### **3. How children are supported**

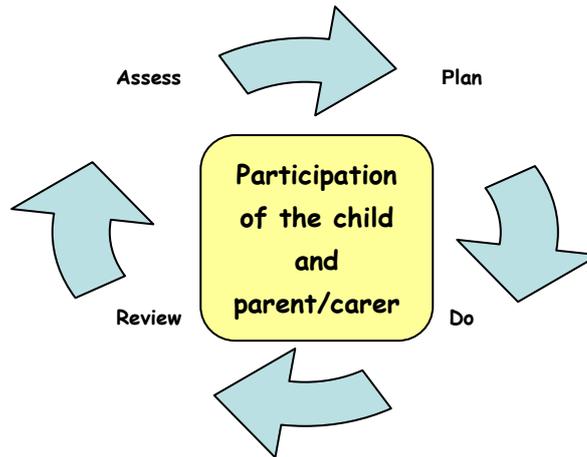
- All staff are responsible for ensuring that teaching and learning is appropriate for all children. Provision for all children is based on a four part cycle 'Assess, Plan, Do and Review'.
- For children with identified special educational needs or disabilities staff carry out a more detailed approach of 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, a Teaching Assistant may provide additional small group activities 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 setting out of the classroom. For children requiring specialist support, a Teaching Assistant may additionally work with the child within their classroom with everyday play, communication, interactions and routines when possible.
- The class teacher/room leader remains responsible for each child's development on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the child. They work closely with the parents, teaching assistants 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 the class teacher/room leader in the further assessment of the child's particular strengths and needs and advising on the effectiveness of interventions.

#### **4. 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 each child's individual interests.

## 5. 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 teachers and our SENCO throughout their time at Homerton. These include parent and teacher discussions, planning and reviewing progress with teacher or/and SENCO and Family Service Plan meetings when appropriate.



## 6. Expertise and training of staff

- All staff access regular training about SEND as part of their continuous professional development.
- Staff develop by working closely with other professionals – see below.
- In addition some staff have attended courses on Speech and Language development (ELKLAN), Makaton Sign Language and Autism Spectrum Disorder.

## 7. Working with other professionals

We work closely with specialists, such as Educational Psychologists, Early Years Foundation Stage Advisors, Early Years SENCOs, Early Support Coordinator, Speech and Language Therapists, Music Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Health Visitors and Social Care staff when needed.

## 8. How we support transition to the next setting

We liaise closely with a child's future setting to ensure that they are fully informed of the child's needs, the current provision and that we have passed on all documentation. A **'Transition Meeting'** may be held during the summer term to support the child's move.

## 9. 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 the teacher/room Leader or the SENCO.

- If the matter is not resolved you should speak to the Head teacher or to any member of the governing body. Any complaints will be managed in accordance with Homerton's Complaints procedure.

#### 10. How to contact support services

- **Early Support Coordinator** - Jen Deacon 01223 884491
- **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)
- **START** – The local Authority Statutory Assessment and Resources Team  
Tel - 01480 372600 email - [start@cambridgeshire.gov.uk](mailto:start@cambridgeshire.gov.uk)
- **Parent Partnership Service** – offering information and advice to parents of children with Special Educational Needs. Tel - 01223 699214  
email - [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)
- **Pinpoint** – A network providing independent information for parents in Cambridgeshire Tel 01480 m499043 [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)

#### 11. 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)

#### 12. Contact details of the SENCO

Louise Yarrow 01223 508766  
[lyarrow@homerton.cambs.sch.uk](mailto:lyarrow@homerton.cambs.sch.uk)