

In assessing progress of children in the Early Years, Practitioners use Development Matters in EYF, SEND EYFS and Routes to Learning as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development, These include typical behaviours across the seven areas of learning.

*(please see EYFS Parent Guide for more info)*

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children 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 them. A child [...] has a learning difficulty or disability if they:*

*Have a significantly greater difficulty in learning than the majority of others of the same age;*

*Or*

*Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in nursery.”*

### **Useful contacts:**

Our Nursery’s SENDCo Team: Danielle and Laura  
01209 713119 or [SENDCo@gooseberrybush.org](mailto:SENDCo@gooseberrybush.org)

Nursery Manager: Claire Buscombe  
01209 713119 or [claire.buscombe@gooseberrybush.org](mailto:claire.buscombe@gooseberrybush.org)

Early Help Hub — 01872 322277  
Family Information Service — 0800 587 8191

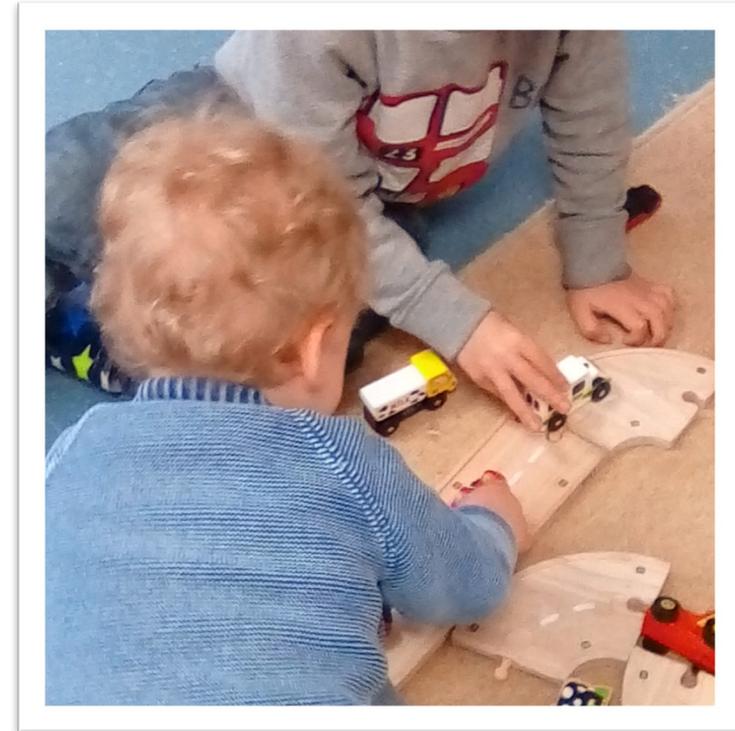
Telephone: 01209 713119

Email: [nursery@gooseberrybush.org](mailto:nursery@gooseberrybush.org)

You can also contact us via ClassDojo and Facebook



## **Gooseberry Bush Day Nursery**



# **SEN (Special Educational Needs)** **Parent’s Guide**

## How will I know if my child has a special educational need?

Although the expectation for a child would be that they are working to expectations for their age, it is important to recognise that children progress at different rates, and some will be working below average.

More information will be shared with parents/carers if this is the case.

## What will the nursery do if my child has a special educational need?

Room staff will speak with parents to gain a better understanding of the child's need and seek the advice of the nursery's SENDCos.

- Information is exchanged with parents formally, on a termly basis, but more regular meetings and updates may be necessary at particular times.
- A child's profile will be created to ensure that specific targets are shared with all who work with the child.
- The child's learning in the classroom will be reviewed and additional resources provided if necessary.
- Appropriate interventions will be provided and regularly reviewed.
- Outside agencies will be contacted for advice as necessary, and any referrals will be made to outside agencies in agreement with parents.

## As a parent, how can I support my child with SEN?

You play a crucial role in your child's life. You know your child better than anyone else and you are your child's key educator. Think how much you have enabled your child to learn from birth to when they start nursery, and you can see how true this is. There is a wealth of information which shows that children can do better when:

- There is a close working-partnership between home and nursery;
- Information about children's learning is shared between everyone involved in the child's development;
- Parents show a keen interest in their child's education and make learning a part of everyday life.

We are an open and inclusive nursery, and invite parents to help and support us in all matters concerning your child's learning which will include attending reviews and other meetings. Please do not hesitate to contact the nursery if you have any concerns or questions around your child's special educational needs.

## What key phrases might I expect to come across?

**SEN Support** — this is when the child has been identified as having a special educational need, and is on the nursery's SEN record of need.

**Record of Need** — this is a register that the nursery keeps that lists all the children who have an identified SEN.

**Four Areas of Need** — these are the areas that categories a child's needs:

- **Communication and Interaction** — this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** — this includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
- **Social, Mental and Emotional Health** — this includes children with sensory, multi-sensory and physical difficulties.
- **Sensory and/or Physical Needs** — this includes children with sensory, multi-sensory and physical difficulties.

**Graduated Response** — when a child is on the Record of Need, regular parent and child reviews will follow the Assess, Plan, Do and Review progress.

**Education, Health and Care Plan (EHCP)** — A statutory assessment that will look at what extra support children and young people with SEN might need in their life. If a child has an EHCP it will say what support that child or young person must get.

**Local Offer** — This is the provision that the local authority can offer to children with SEN. Each nursery has their own offer that can be found on our website.