



SEND Information Report

Our approach to supporting children with SEND

At Aughton Early Years Centre, we are committed to the inclusion of all children and value their abilities and achievements. We firmly believe that each individual child has the right to be cared for, educated and supported in order to reach their full potential. It is our priority to ensure the best possible education and environment for learning to enable the children to develop essential skills in order to prepare them for the next stage in their education.

Graduated Response

The graduated response is a way to help identify the needs of children and young people with Special Educational Needs and Disabilities and as a result making sure we put the right level of support and actions in place for them. It provides the most effective support to help them learn and progress.

A graduated approach has four stages of action: assess, plan, do and review. Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the individual in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people (6:44 Send code of practice 0-25 2015).

Please see link below for more information about Rotherham's Graduated Response:

<https://sendcorotherham.co.uk/wp-content/uploads/2021/01/Graduated-response-060121.pdf>

Roles and Responsibilities of staff who support children with SEND

Our SEND Coordinator (SENDCo) is Carly Blackwell and our Inclusion Coordinator is Janet Debenham. Carly and Janet are responsible for the implementation of the Special Education Needs Policy in line with the SEND 2014 Code of Practice throughout our 0-5 provision. They ensure specific provision is in place to support individual children with SEND and liaise with outside agencies. They work closely with key persons and support all practitioners to complete the assess, plan, do, review cycle and evaluate children's progress and identify interventions\targets where appropriate.

As a Centre we aim to:

- Ensure that all children have access to a broad and balanced curriculum appropriate to their individual needs and ability
- Ensure the identification of all children with SEND as early as possible
- Ensure that children with SEND are included in activities available to those who do not have SEND using a 'scaffolding up' approach appropriate to their individual needs
- Ensure that we work in partnership with parents/carers of children with SEND, ensuring they are kept fully involved and informed of their child's progress, attainment and achievements.

A child has SEND where their learning difficulty or disability calls for special education provision that is additional or different from that provided for children of the same age.

The four broad areas of need within SEND are:

Cognition and Learning – Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a range of needs including moderate learning difficulties, severe learning difficulties and specific learning difficulties, for example dyslexia and dyspraxia.

Social, Emotional and Mental Health – Children who experience a wide range of social and emotional difficulties which show themselves in different ways, for example: challenging behaviours, withdrawn or isolated. These behaviours may reflect underlying mental health difficulties such as anxieties or depression. Some children may have disorders such as attention deficit disorder or attachment disorder.

Sensory and/or Physical – Children who have a disability that prevents them from accessing the environment or curriculum of the school, for example: visually impaired, hearing impaired or multi-sensory impairment. These children will require specialist support and/or equipment.

Communication and Interaction – Children with speech, language, social communication needs and may have difficulties in relating to others, including those with an Autistic Spectrum Disorder.

How we identify and assess children with SEND

Aughton Early Years Centre is committed to the early identification of Special Educational Needs and we adopt a graduated response to meeting those needs.

Our relationship with a child and their family is fundamental to our practice. It ensures that there is a trusting connection between home and school/day-care. It is through these secure relationships that parents/carers feel they are able to share with us any concerns they may have with their child's development or that have been raised by others, for example a Health Visitor at a 2 year check.

Each child has a key person, the staff member whose role is to ensure that the care and education provided by the Centre is tailored to a child's individual needs. Once a child has joined us, all staff, with the key person taking a central role in sharing information with parents/carers, will carry out observations in order to get to know them as an individual, and to understand what motivates and interests them. We carry out termly assessments of all children, using the 'Early Years Foundation Stage - Development Matters' document, Leuven Scales for Wellbeing and Involvement, and our own curriculum reference documents as a guide. It is through this continuous cycle of assessment that we are able to identify any children who may need additional support to achieve their developmental milestones.

If, at any point during a child's time with us, staff have concerns about their progress, the key person will speak to parents/carers to gain their views and discuss what we can put into place in order to best support their child's development. A child's key person, with the support of Janet or Carly will create some SMART (Specific, Measurable, Achievable, Relevant, Timely) short-term targets to help support the child in their particular area of need. These targets will be broken down into small achievable steps that progress towards their developmental milestones. We refer to these targets as 'Additional Support targets'.

Staff will continue to monitor a child's progress and review the short-term targets regularly and discuss progress towards achieving them with parents/carers. If a child achieves these targets and they reach their expected developmental milestones, the key person will advise that additional targets are no longer required. However, if over a period of time, a child is continuing to experience difficulty, it may be necessary for Janet or Carly to make a referral to an outside agency. A referral would only be made following a discussion with parents/carers, whereby they then give consent. For example, a referral may be made to the Child Development Centre (CDC). The short-term targets would continue to be in place for a child and we refer to these as 'SEND Support targets'. Their names would then be added to our SEND register.

If a child joins the Centre with a SEND need which has previously been identified, discussions with parents/carers and outside agencies involved, for example Child Development Centre, Early Years Inclusion Team or Portage Service, will take place prior to the child's start date. This ensures that all relevant information is gathered and staff can access any training if required to support an individual child, for example medical advice/training, moving and handling or environmental adjustments that may have to be made in consultation with the Local Authority. Staffing will also be enhanced to support an individual child if required.

How we adapt the curriculum and learning environment for children with SEND

Every child's learning will be planned for by a trained member of staff. It will be differentiated accordingly to the child's individual needs to ensure they are challenged and supported to reach their full potential. This may include individual teaching or small group work.

The level of support a child with SEND receives is based on their individual needs to ensure they make progress in their learning and development and to keep them safe. This is reviewed regularly.

Our learning environment is monitored and adapted according to children's individual needs, ensuring that our provision both indoors and outdoors is accessible to all.

What expertise and training do our staff have to support children with SEND?

We have a team of staff who are trained and experienced in teaching and supporting children with a range of SEND. These staff share/disseminate their skills and knowledge with other Centre staff. High quality training is accessed regularly by all staff both in-house and externally.

Some of our staff training and experience includes:

- Andrea Smith is the Head Teacher and has a wealth of experience spanning nearly 40 years of working with children who have additional needs in both primary and early years settings
- Janet Debenham has over 25 years experience working with parents and children with SEND
- Carly Blackwell has a wealth of experience of working with children with SEND spanning over 25 years and is currently accessing training for the SENDCO qualification.
- 'Thrive' training
- 'Attachment' training
- Emotion coaching
- Resilience training
- Autism training
- All staff have knowledge of and use Makaton as a communication tool
- A member of staff is trained to deliver the 'Early Talk Boost' targeted intervention programme to support children's language skills
- How to support children with communication and social interaction needs
- How to support children with physical and coordination needs
- Down Syndrome training
- Visual timetables to support children experiencing communication difficulties
- Managing children's behaviour
- Intensive Interactions
- Attention Autism
- The Smallest Things - Prem awareness
- All staff have received 'Elklan' speech, language and communication training. We are a 'Communication Friendly Setting'.

What specialist services and expertise are available at or accessed by the Centre?

We work in partnership with a variety of outside agencies by; carrying out individual programmes, working alongside, make new referrals, signposting and for specialist advice and effective strategies.

These services are accessed only with the agreement of parents/carers.

Some of the outside agencies we receive support from, or refer to, for children with SEND:

- Educational Psychologists
- Medical Teams
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Services
- Visual Impairment Services
- Health Visitors
- Social Services
- Child Development Centre
- Early Help
- Autism Communication Team (ACT)
- Social Emotional Mental Health Team (SEMH)
- Specialist Inclusion Team (SIT)
- Early Years Inclusion Team
- Portage Service

How we share information and help parents/carers to support a child's development and learning

We work closely with parents/carers and follow advice from outside agencies in order to set and evaluate achievable short-term targets for children receiving Additional Support targets and SEND Formal targets. These SMART (Specific, Measurable, Achievable, Relevant, Timely) targets are to support the learning and development of the child at home and school. We provide appropriate opportunities and activities to ensure children with SEN are involved and have a voice in their education.

We operate an open door policy where we make every effort to consult and involve parents in their child's education through informal chats at the start or end of each session, when observations and achievements are shared. We also have settling-in reviews and termly parents meetings to discuss progress, concerns, celebrate success and share their learning journey. Through these opportunities, parents/carers are encouraged to contribute to their child's education e.g. by making suggestions to help with planning and incorporating their child's interests to support their learning. Also, ideas may be shared about how parents/carers could best support their child's learning and development at home.

Every child with SEND will have a termly 'Team Around the Child' (TAC) meeting, parents/carers, key person, SENDCo or Inclusion Coordinator and outside agencies that are involved will all be invited to attend. At this meeting we will discuss the child's progress, celebrate their achievements, and identify any support required or difficulties at home or in their 0-5 provision. This will also be an opportunity to plan and discuss for the child's next steps in their education.

Additional meetings can be held at the request of parent/carers, Early Years Practitioner/Teacher or the SENDCo/Inclusion Coordinator if required.

How we support children's overall wellbeing

We monitor and observe all children's wellbeing and offer support for children who are encountering personal, social and emotional difficulties. Our staff are experienced in supporting children who are having difficulties, for example: in making relationships, expressing their emotions, moving through the different transitions during the day and changes in routine.

How we prepare and support a child's transition through the Centre and/or to the next phase of their education

During the term prior to a child transitioning to the next phase of their education, either within the Centre or to a new education setting, the SENDCo/Inclusion Coordinator will invite the parent/carers, key person, relevant professionals, Centre staff or receiving school staff to a 'Team around the Child' meeting. This will ensure all relevant information is shared and bespoke transition arrangements can be put in place appropriate to the child's individual needs and their family including. This may include additional supported visits.

The Local Offer

The local offer has two purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs by involving children with SEND and their parents/carers, as well as service providers, in the development and review of the Local Offer.

In accordance with the Local Offer, the LA must:

- Ensure the child's parents/carers are fully included in the EHC needs assessment process and are consulted about the content of the plan.
- Consult children with SEND, and their parents/carers, when reviewing local SEND and social care provision, as well as when they are developing and reviewing their Local Offer.
- Make arrangements for providing children with SEND, and their parents/carers, with advice and information about matters relating to SEND.

The Local Offer will include the following:

- Special educational, health and social care provision for children with SEND, including online and blended learning
- Details of how an assessment for an EHC plan can be requested
- Arrangements for identifying and assessing children with SEND
- Information about assisting in preparing children for adulthood
- Arrangements for travel to and from school
- Support when a child moves between phases of education
- Sources of information, advice and support

Aughton Early Years Centre will fully cooperate with the LA in relation to the Local Offer which can be viewed at <http://www.rotherhamsendlocaloffer.org.uk>

Who can I contact for further information?

If your child has SEND and you would like more information or have a concern, please contact us via reception **01142872530** or via email: **centre@aughtoneyc.org**.

Janet Debenham – Inclusion Coordinator

Carly Blackwell – SENDCO

Andrea Smith – Headteacher

Jamie Wilson – Governor with responsibility for SEND

Link to the Centre complaints policy and procedures:

[\[1070968\]Complaints_Procedure_Policy_-_approved_17.07.25_for_website_without_appendices.pdf](#)

OFSTED contact – 0300 123 1231 or www.ofsted.gov.uk

Reviewed by: *Janet Debenham*

Date: Spring 2026

Signed: *Andrea Smith*

Date: Spring 2026

Date to be reviewed: Spring 2027

Last approved by Governors: July 2025 (statutory policy)