



Chelsea Open Air Special Educational Needs and or Disabilities Information Report

Who are the best people to talk to at Chelsea Open Air about my child's difficulties with learning, special educational needs or disability?

Talk to your child's keyperson about your concerns. It is likely that the keyperson will have discussed your concerns with the SENDco (Special Educational Needs and Disability Coordinator). You may wish to arrange a meeting with the SENDco.

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's keyperson may initially speak to you at the beginning or the end of a school day and arrange a further time to discuss the concerns. The keyperson may also talk to you about any issues at a parent/keyperson consultation meeting. The SENDco may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

For some children with lifelong learning disabilities such as Trisomy 21, the school may begin gathering evidence to apply for an Education Health Care Needs Assessment (EHCNA). For others where needs are less clear, a referral to the Child Development Service may be suggested. The SENDCo can support parents through this process, including advocacy, practical help from family support workers, and signposting to Full of Life (an independent SEND advice service).

How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

At Chelsea Open Air we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the keyperson and others. If your child has an identified special educational need you will be invited to a review meeting at least termly with the keyperson and SENDco to discuss current progress, support strategies being used and expected outcomes. If your child has an *Education, Health and Care Plan* (EHCP) you and your child will be able to share your views at the Annual Review.

How does Chelsea Open Air ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At Chelsea Open Air we believe that your child's learning needs will first be met through the high

quality teaching delivered by the setting. We regularly review the school training schedule and professional development for all staff to ensure there is the appropriate knowledge to support children with special educational needs. Training is accessed through Bi-borough / Tri-borough Inclusion Services and Outreach teams (based at QEII School) as well as external specialists. At Chelsea Open Air staff have also completed specialist training programmes including Positive Handling, Gestalt Language Processing, Makaton and Wellcomm.

How will the curriculum and the school environment be matched to my child's needs?

At Chelsea Open Air we believe that your child's learning needs will first be met through the high quality teaching delivered by the setting. We carefully plan our curriculum to match the age, ability and needs of all children. *Through* differentiation we will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. Chelsea Open Air regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**

This area includes children with speech, language, and communication needs (SLCN). It also covers those with difficulties in understanding or using social rules of communication, such as children with Autism.

- **Cognition and Learning**

Pupils with learning difficulties may learn at a slower pace than their peers. This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD). It also covers specific learning difficulties (SpLD) such as dyslexia and dyscalculia.

- **Social, emotional and mental health**

This encompasses a range of difficulties that may manifest as withdrawn or challenging behaviour. Conditions such as attention deficit hyperactivity disorder (ADHD) fall into this category.

- **Sensory and/or physical needs**

This area includes children with visual or hearing impairments, or a physical disability that requires additional ongoing support and equipment to access all the opportunities available to their peers.

At Chelsea Open Air we have a 3 tiered approach to supporting a child's learning.

Universal – This is the quality first teaching your child will receive from the setting and may include some very minor adaptations to match learning needs.

Targeted – It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate

intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

- Specific targeted one to one or small group interventions may be run. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, Child and Adolescent Mental Health Services (CAMHS) and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

The current enhancement groups provided by Chelsea Open Air include:

- ✓ Language Groups
- ✓ Forest School
- ✓ Philosophy Groups
- ✓ Nurture Groups
- ✓ Sensory / Physical Group
- ✓ ICT including I-Pads
- ✓ Box Books
- ✓ Lego Therapy
- ✓ Zones of Regulation
- ✓ Helicopter Stories

Through our Community Programme provision we support families through a range of workshops, for example, Inclusion Coffee Mornings and Visual Signing and Support. We also have a number of support guides for parents, which are in the office entrance area.

Our provision is child led and the support provided for families is bespoke to meet individual needs.

How will you support my child to reach his/her learning outcomes?

The keyperson and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly. With parental consent agencies and specialists may also review your child's progress and adapt their planning accordingly.

What is the SEND Inclusion Fund and who can request this for my child?

The school may apply for funding via the SEND Inclusion Fund to pay for specific equipment, adaptation, or adult support (for example, via cover for staff to carry out intervention groups or staff training). This funding is for children with additional needs who do not meet the threshold for an Education Health Care Plan (EHCP).

What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to provide provision beyond what is provided by the school to meet the additional needs of a child or young person with SEND, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,

- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, usually the SENDco, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan. The whole process from the time of submission should take no longer than 20 weeks to complete.

How will you help me to support my child's learning?

There may be suggested strategies or activities for you to do at home to support your child's learning. We sometimes run parent/carer workshops to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child. The SENDco may also support you with strategies, resources and ideas for supporting your child's learning at home. You may have an opportunity to meet with other professionals involved in supporting your child.

How is support allocated to children and how do they move between the different levels of support in school?

Chelsea Open Air receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities. The Headteacher /SENDco, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.

The Headteacher /SENDco and staff team discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which

may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn. We have a link Governor who monitors progress of children with SEND, this information is reported back to the full governing body.

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

What support will there be for my child's happiness and well-being at Chelsea Open Air?

At Chelsea Open Air we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's keyperson, the learning partners & the SENDco are available to provide support to match your child's needs. You should also feel free to contact your child's keyperson if you have any concerns.

At Chelsea Open Air additional provision includes targeted nurture groups, use of visual timetables, social stories and now/next boards. We also have

trained staff in emotional regulation and trauma informed practice.

How is my child included in all the same activities as his/her peers at school?

Chelsea Open Air is an inclusive school and committed to providing equal opportunities for all children. Educational expeditions are available to all children. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. You should also feel free to contact your child's keyperson if you have any concerns.

Admissions

Chelsea Open Air has a clear admissions policy which takes into account children with additional needs. Please see the school's website for link to the admissions policy.

How will Chelsea Open Air support my child in transition stages?

We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant staff any individual needs and how best to support your child in school. While at Chelsea Open Air we take care to ensure that during transition points all staff are aware of individual pupils needs, learning progress and best support strategies. Chelsea Open Air makes arrangements to ensure there is a smooth transition when your child transfers to his/her primary school of choice. If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

Who can I contact if I have a complaint about the SEND provision made for my child?

Initially speak with your keyperson. Hopefully they will be able to address your concerns. You can then contact the Headteacher/SENDco, who may direct you to the school's Complaints Policy and procedure, available to read at:

<https://www.coans.rbkc.sch.uk/policies/>

If I have any other questions about my child at Chelsea Open Air, who can I ask?

At Chelsea Open Air we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Your child's Keyperson
- The SENDco/Headteacher – Talia Robinson

For more information as well as useful contacts please visit:

Chelsea Open Air Nursery School

<https://www.coans.rbkc.sch.uk/>

SEND Local Offer – Kensington and Chelsea

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

The Kensington and Chelsea Local Offer is a resource from the Royal Borough of Kensington and Chelsea providing information on all local services for children with Special Educational Needs and Disabilities (SEND), aged 0-25, covering education, health, and social care.

Borough Communication Hub

<https://communicationhub.org>

Bi-borough Communication Hub is an online speech and language resource offering parental advice and professional training to advance children's speech development in the London boroughs of Westminster and Kensington and Chelsea.