

School Name: Aughton Early Years Centre

Address: Main Street, Aughton, Sheffield S26 3XH

Contact details: Telephone: 0114 2872530

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Website: www.aughtoneyc.rotherham.sch.uk

Age Group: 0-5

Number on roll: 200 Number on SEN register: 14 No with Statement: 0

SEN Coordinator: Andrea Smith/Janet Debenham

Lead Governor for SEND: Lyndsay Pitchley

Link to current SEND policy: Andrea Smith/Janet Debenham

Do you focus on a particular specialism within school? If so, what?

Any Additional Information:

We have daycare, a pre-school, a Foundation Stage 1 base and Children's Centre services on site and offer training opportunities for parents/carers and members of the community.

Please provide the name and email of a contact should any of the information provided lead to a query: **Andrea Smith/Janet Debenham** aeyasmith@rgfl.org aeyjdebendam@rgfl.org

Summary of Services/Support at Aughton Early Years Centre

Please include in the boxes below all provision school makes including within literacy and numeracy and use of any services external to school.

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Support to develop young children's communication and social interaction skills e.g. 1-1/small group work, visual timetable, social stories Staff training Individual risk assessment	Enhanced staffing Possible involvement with other agencies e.g. EPS, Health Visitor, Speech and Language Therapist Portage Service Early Years Inclusion Outreach Service Child Development Centre Staff training Individual risk	Enhanced staffing Possible involvement with other agencies e.g. EPS, Health Visitor, Speech and Language Therapist Portage Service Early Years Inclusion Outreach Service Child Development Centre Staff training Individual risk

			assessment	assessment
	Speech, Language and Communication Needs	Support to develop young children's communication skills e.g. 1-1/small group work, including speech and language target work and the use of Makaton and other alternative methods of communication, Spirals, Every Child A Talker, Early Language Development Programme strategies Individual risk assessment	Enhanced staffing Possible involvement with other agencies e.g. EPS, Health Visitor, Speech and Language Therapist Individual risk assessment	Enhanced staffing Possible involvement with other agencies e.g. EPS, Health Visitor, Speech and Language Therapist Individual risk assessment
Cognition and Learning Needs	Moderate Learning Needs	All our children have individual targets and activities are differentiated to meet each child's individual needs Opportunities for individual and small group work Individual risk assessment	Enhanced staffing Opportunities for individual and small group work Individual risk assessment	Enhanced staffing Opportunities for individual and small group work Individual risk assessment
	Specific Learning Difficulties	All our children have individual targets and activities are differentiated to meet each child's individual needs Individual and small group work Individual risk assessment	Enhanced staffing Individual and small group work Individual risk assessment	Enhanced staffing Individual and small group work Individual risk assessment
Social, Emotional and Mental Health Needs	Social Needs	Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment	Enhanced staffing Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment	Enhanced staffing Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment
	Emotional Needs	Key person system Build relationship with parents/carers Individual and small group work,	Key person system Build relationship with parents/carers Individual and small group work,	Key person system Build relationship with parents/carers Individual and small group work,

		including Tusky's Nurture group Individual targets Individual risk assessment	including Tusky's Nurture group Individual targets Individual risk assessment	including Tusky's Nurture group Individual targets Individual risk assessment
	Mental Health Needs	Key person system Build relationship with parents/carers Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment	Key person system Build relationship with parents/carers Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment	Key person system Build relationship with parents/carers Individual and small group work, including Tusky's Nurture group Individual targets Individual risk assessment
Sensory and Physical Needs	Hearing Impairment Needs	Use of appropriate strategies/resources Care of hearing aid/band Enhanced staffing Individual risk assessment	Liaise with Hearing Impairment Team for staff training/ support/ advice Use of appropriate strategies/resources Care of hearing aid/band Enhanced staffing Individual risk assessment	Liaise with Hearing Impairment Team for staff training / support/ advice Use of appropriate strategies/resources Care of hearing aid/band Enhanced staffing Individual risk assessment
	Visual Impairment Needs	Use of appropriate strategies/resources Care of glasses/patches Enhanced staffing Individual risk assessment	Liaise with Visual Impairment Team for staff training/ support/ advice Use of appropriate strategies/resources Care of glasses/patches Enhanced staffing Individual risk assessment	Liaise with Visual Impairment Team for staff training/ support/ advice Use of appropriate strategies/resources Care of glasses/patches Enhanced staffing Individual risk assessment
	Multi-Sensory Impairment Needs	Use of appropriate strategies/resources, including sensory profile Care of equipment Enhanced staffing Individual risk assessment	Liaise with appropriate agencies for training/ support/ advice Use of appropriate strategies/resources Care of equipment Enhanced staffing Individual risk assessment	Liaise with appropriate agencies for training/ support/ advice Use of appropriate strategies/resources Care of equipment Enhanced staffing Individual risk assessment
Physical and Medical Needs	Physical Needs	Individual targets Individual and small group work to develop their gross and fine motor skills	Individual targets Individual and small group work to develop their gross and fine motor skills	Individual targets Individual and small group work to develop their gross and fine

		Individual risk assessment	Referral to Physiotherapy and/or Occupational Therapy Service, if appropriate Care of equipment and training, if required Individual risk assessment	motor skills Referral to Physiotherapy and/or Occupational Therapy Service, if appropriate Care of equipment and training, if required Individual risk assessment
	Medical Needs	Individual risk assessment Care plan, if required and training for staff Enhanced staffing, if required Activities appropriate for the child's individual medical needs	Individual risk assessment Care plan, if required and training for staff Enhanced staffing, if required Activities appropriate for the child's individual medical needs	Individual risk assessment Care plan, if required and training for staff Enhanced staffing, if required Activities appropriate for the child's individual medical needs

Type of Support	Details
Whole school Behaviour Strategy/System	
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Our whole ethos centres around the development of children's personal, social and emotional skills. We aim to develop independent learning for all children, providing the necessary level of support to enable this to happen
Support/supervision at unstructured times of the day including personal care	All bases are staffed according to appropriate staff/child ratios. Staff support children with their personal skills, where necessary
Planning for, assessment of, and identification of children with SEND	Planning is differentiated throughout the Centre to meet children's individual needs. Children are assessed on an on-going basis and appropriate targets are set to ensure they make progress in all areas of their learning and development. SMART targets are written and reviewed and the appropriate level of support is always available. We seek support and advice from other agencies when necessary and refer children with parent/carer's permission
Staff training for meeting needs of children with SEND	All staff are qualified and we organise in house training and peer support and attend external training courses to develop staff skills when working with children with SEND
Liaison/communication with parents	We have an open door policy with parents/carers and regularly talk to them about their children. We also have formal meetings with parents/carers to discuss their child's

	progress in all areas of their learning and development and share paperwork with them. We organise Team Around the Child Meetings on a termly basis. We use Home/School diaries if appropriate and encourage parents/carers to fill in Learning At Home sheets, Children have a Record of Achievement that builds up over time
Liaison/communication with children and young people	We talk to the children about the activities they are interested in and discuss current learning and future learning with them
Liaison/communication with External Services	We work closely with professionals from a range of agencies to support our children and their families
Access to medical intervention or provision for medical needs	We provide for children with a range of medical needs and treat every child as an individual
Transition Provision	We have a comprehensive transition process to bring children into our Centre and to help them as they move on to the next stage of their education and we involve the appropriate people in this process
Post 16+ Provision (where applicable)	
Transport Provision (where applicable)	

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.