


A Guide for
Parent's

SPECIAL EDUCATIONAL NEEDS AND DISABILITY AT HILLVIEW NURSERY ARMS UNIT

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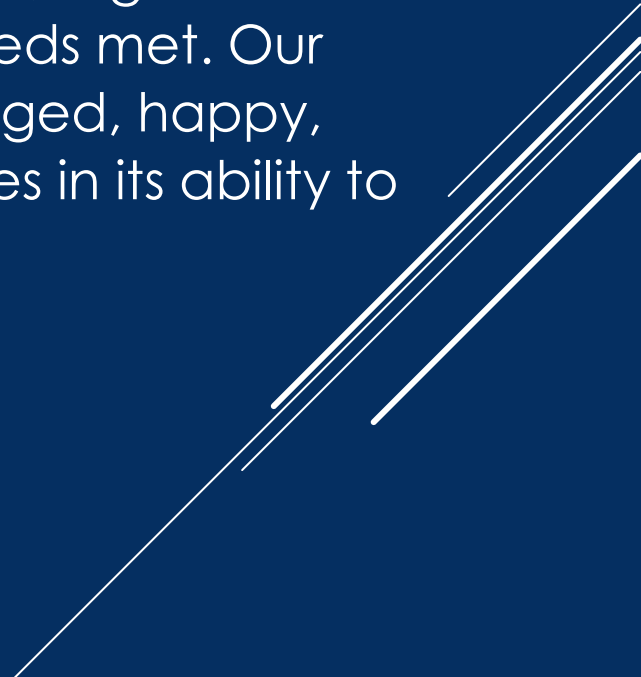
WHAT OUR PARENTS OF CHILDREN WITH SEND SAY ABOUT THEIR EXPERIENCE OF THE HILLVIEW ARMS UNIT

I had my three children attend this nursery, currently my youngest is in the nursery and doing great. The nursery is really helpful in supporting parents and children that have special need, We are grateful to have such a nice team of staff that works with our child. The nursery is fantastic with communication and interacting with parents. Overall, we are really happy with Hillview Nursery School. Maryam, parent of Safwan

INTRODUCTION

This booklet of frequently asked questions will help you to understand our inclusive provision. It features the voice of the parents, in the testimonials, photographs, examples of how we track progress of our pupils. If you have any questions or if you are unsure of any process, please do speak to our team.

At Hillview Nursery School, We are dedicated to ensuring that every child, regardless of their background or stage of development, has their unique learning needs met. Our goal is to create a classroom environment where all pupils are fully engaged, happy, safe, and included. We believe that the strength of an inclusive setting lies in its ability to embrace and build upon the diversity of its pupils.

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Get to know frequently used vocabulary

SEND – Special Educational Needs and Disability

SENCo – Special Education Needs and Disabilities Coordinator, They will be your point of contact for discussing your child's specific needs.

ASD - Autism Spectrum Disorder

DLA – Disability Living Allowance for children and may help with the extra costs of looking after a child who has difficulty walking or needs more looking after than a child of the same age who doesn't have a disability

Early Help – providing support as soon as a problem emerges, at any point in a child's life

EHC Plan – An education health and care plan is for children and young people aged up to 25 years old, who need more support than available through special educational needs support. EHCP's identify educational, health and social needs and set out the additional support to meet those needs.

WHAT OUR PARENTS OF CHILDREN WITH SEND SAY ABOUT THEIR EXPERIENCE OF THE HILLVIEW ARMS UNIT

We are writing to express our heartfelt gratitude and appreciation for the wonderful care and support you all provide to the children at your nursery, especially to our daughter Sanjana. Hillview Nursery truly stands out as the best place to accommodate and nurture special children. The dedication, kindness and professionalism of your staff are unparalleled to any other. The way you all take care of the children feels more like a family member being taken care of rather than a professional obligation. We are absolutely delighted and proud that Sanjana is a part of Hillview. Seeing her grow, learn and thrive under your care, fills our hearts with joy and happiness.

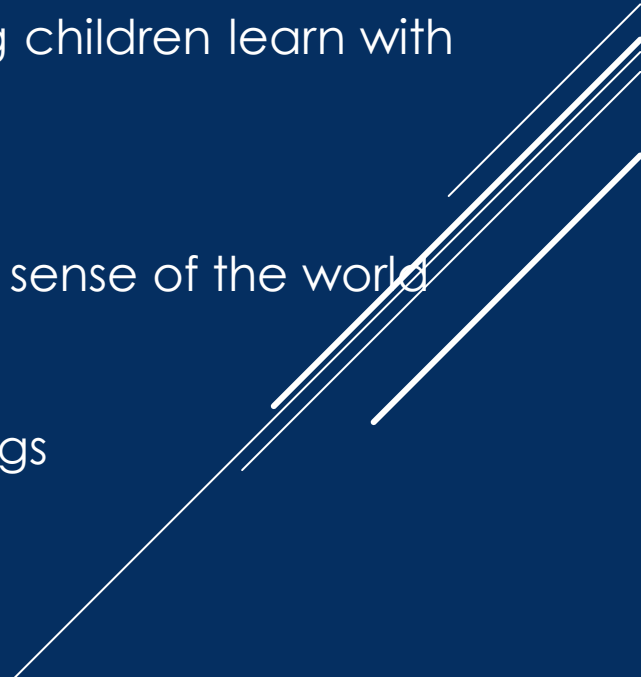
A very big thank you and applause to all the staff members for their exceptional effort and commitment. You all make Hillview an outstanding place where children feel loved, valued and encouraged to reach their full potential.

How is the school curriculum suited to my child!

Our curriculum interconnected the four principles of the Early Years Foundation Stage which state that:

- All children are unique and competent learners
- Children learn to be independent by building positive relationships
- The nursery environment should be secure and support learning in every way
- Children learn at different rates and all areas of learning are important and inter- connected

Well planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge.

- Through play, with effective adult support
 - Explore, develop and represent learning experiences that help them make sense of the world
 - Practice and build on ideas concepts and skills
 - Learn to control impulses and understand the need for rules
 - Be alone alongside others or cooperate as they talk or rehearse their feelings
 - Take risks and make mistakes
- 
- A series of white lines of varying lengths and angles, located in the bottom right corner of the slide, creating a modern, abstract graphic element.

How is the school curriculum suited to my child!

We believe that outdoor play and learning is as important as what happens indoors. Many children will choose to do most of their learning outdoors. We plan for outdoor learning very carefully, based around the children's interests, their needs and next steps in their development.

The curriculum outdoors is available in all weathers so please supply suitable clothing, waterproof coats, sun hats and sunscreen.

In the Early Years Foundation Stage, there are 7 curriculum areas:

3 Prime Areas

- Personal Social and Emotional Development
- Physical Development
- Communication & Language

4 Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

It is important for children to develop at their own pace and have time to explore their interests. Our staff know how to observe children so that they can develop their learning in an effective way. They are skilled in using language to help children develop their thinking.

There is more information about the Early Years curriculum 'Birth to 5 Matters' in the link – [click here](#)

What does this mean for my child?

Before your child starts at Hillview, two members of the team will carry out a home visit, this will provide you with the opportunity to share information about your child and ask any questions you may have. This also helps us to get to know your child and supports a smooth transition into nursery.

We regularly hold 'stay & play' sessions and progress meetings to ensure you are fully involved in your child's learning journey.

Your child will have access to a curriculum that offers a diverse range of experiences which are broad, balanced and individualised. We create a rich, inclusive learning environment where all learners are supported. They will participate in small group sessions led by an adult, which are carefully designed to develop specific skills or attitudes, such as attention, listening, or speech.

We will closely observe your child to understand their interests and determine the most appropriate next steps in their development. We will identify any barriers to your child's learning and work with them to overcome these challenges.



Meet the Hillview Nursery Team



Carly - Headteacher



Lisa - Headteacher



Sophie - SENDCo



Kinga Class Teacher



Deb Class Teacher



Mamta Room Leader



Huma EYE



Shahkar 1:1 Support



Deemisha Agency



Nurten 1:1 Support

What additional support will my child get during the session?

Your child will have access to a variety of interventions that are conducted on a daily, weekly, or monthly basis. These interventions are designed to provide additional support for children with special needs.

- **Specialised Learning Programs:** Tailored educational programs designed to address specific learning needs.
- **Extra Support:** One-on-one or small group support from learning support assistants.
- **Differentiated Instruction:** Adapting teaching methods and materials to meet individual learning styles and needs.
- **Small Group Work:** Providing opportunities for focused learning and interaction in smaller groups.
- **Visual Supports:** Using visual aids like pictures, charts, and task boards to aid understanding and organisation.
- **Sensory Supports:** Modifying the classroom environment to minimize sensory overload or provide specific sensory experiences.
- **Communication Aids:** Providing tools and strategies to support communication, such as communication boards or assistive technology.
- **Peer Support:** Encouraging positive interactions and learning between peers.
- **Managed Social Situations:** Providing structured opportunities for social interaction and skill development.

What other support can my child access?

With your consent, we can refer your child to other agencies who will work with the nursery and with you to ensure that relevant support is provided. Some of these agencies are;

Occupational Therapist: A specialist who supports children to develop their daily living skills

Physiotherapist: A specialist who helps to support movement and function of the body

Speech and Language therapist: A therapist who works to develop language skills.

Educational Psychologist: A specialist who works in partnership with parents, teachers, doctors and other people involved in the child's education to meet their social and emotional needs and learning difficulties.

We also work closely with these agencies to ensure that information is shared appropriately. Working in partnership is proven to best support children and meet their needs.

Our Team



Kathryn S&L



Desiree OT



Emily Physio



Abigail Ed Psych

The Early Years Development Journal

The development journal tracks the progress of children with SEND in small steps.

The Developmental Journal tracks the progress of children with SEND in small steps. This approach allows nursery staff and parents to more easily recognise and celebrate a child's progress. Parents are welcome to review and contribute to their child's Developmental Journal at any time throughout the year. The Journal should document significant development and learning both at home and in the nursery. We strongly encourage this practice, as increased dialogue between the nursery school and the family fosters greater progress for the child.

Our monitoring of the SEND provision indicates that pupils tracked using the Developmental Journal are making significant progress. On the following pages, you will find examples of the steps included in the Journal, as well as a case study demonstrating what we mean by "strong progress." If you would like to review an example Developmental Journal, please feel free to ask!

Yellow - Indicates the starting point, so where the child was when they started at Nursery

Green – Indicates the end point: where the child is at when they leave nursery

Funded by
Department
for Education

Early Support
for children, young people and families

Early Years Developmental Journal

Child's name: _____

Date of birth: _____

Icons: A grid of colorful icons representing various developmental areas, including a green icon with a person, a blue icon with a person, a red icon with a person, a purple icon with a person, and a blue icon with a person.

Example of a Early Years Development Journal

| | Personal, social and emotional | Communication | Physical | Thinking |
|---------------|--|--|---|---|
| Step 1 | Holds eye contact briefly (5 seconds or more) | Turns eyes and or head towards you when you speak | Makes smooth movements with arms and legs, which gradually become more controlled | Shows interest in new experiences – for example when you show a new toy |
| Step 2 | Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears | Reacts by smiling, looking and moving when you interact | Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands | Repeats actions that have an effect – for example, kicking or batting a mobile to create movement including actions to make a sound again, for example shaking a rattle |
| Step 3 | Shows emotional responses to other people's emotions – for example, smiles when smiled at and becomes distressed if hears another child crying | Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used | Picks up and explores objects e.g. by holding to mouth | Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or familiar toy |
| Step 4 | Shows attachment to special people, e.g. by being distressed when they are separated staying close and showing affection | Begins to babble by repeating a series of the same sounds – for example, 'ba-ba-ba', 'ma-ma-ma' | When sitting, can lean forward to pick up small toys | Watches toys being hidden and tries to find it |
| Step 5 | Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a dog and says "look at the dog" and your child looks at the dog | Begins to point to objects and people using index finger | Actively cooperates with nappy changing (lies still, helps hold legs up) | Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer |
| Step 6 | Uses a person to help achieve a goal – for example, to get an object that is out of reach or activate a wind-up toy | Uses approximately five different words without any help | Takes first few steps; feet wide apart, uneven steps, arms raised for balance | Engages in simple [pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep (covers self with blanket and closes eyes) |
| Step 7 | Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice | Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, "where's the ball?" | Clearly communicates wet or soiled nappy or pants | Matches shape of piece to hole – for example in a shape sorter |

Example of a Early Years Development Journal

| | | | | |
|----------------|---|---|--|--|
| Step 8 | Uses a familiar adult as a secure base from which to explore independently in new environments – for example, ventures away to play and interact with others, but returns for a cuddle if becomes anxious | Begins to combine words into simple sentences, usually two words at first | Starts to help with dress and hygiene routines | Can organize and categorise objects – for example, putting all red and blue things in separate piles |
| Step 9 | Demonstrates sense of self as an individual – for example, wants to do things independently, says “no” to adult and so on | Recognises and joins in with songs and actions – for example, “The Wheels on the Bus” | Holds pencil between thumb and two fingers so no longer using whole hand grasp | Operates mechanical toys – for example, turns the knob on a wind- up toy, pulls back on a friction car, pushes button to open flap |
| Step 10 | Shows understanding of some rules and routines | Begins to make little ‘sentences’ by joining three words together – for example, ‘Daddy gone work’ | Shows control in holding and using hammers, books and mark-making tools | Completes simple puzzle board |
| Step 11 | Recognises self in mirror or photo – for example, if looks in mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked | Listens eagerly to stories and requests favourites over and over again | Can catch a large ball | Is more organized, gathering the toys they want to play with before starting play – for example, getting the doll and the tea set before starting to play tea-parties or getting the train and tracks and setting them out before playing trains |
| Step 12 | Shows independence in selecting and carrying out activities | Uses a range of tenses – for example, ‘play’ ‘playing’ ‘will play’ and ‘played’ | Wash and dry hands | Draws person with head and one or two other features or parts |
| Step 13 | Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing other do this | Uses language to connect ideas, explain what is happening and anticipate what might happen next in a familiar situation | Reliably dry and clean during the day | Concentrates and listens for more than ten minutes in adult led activities that they enjoy |
| Step 14 | Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously | Can pick out the first sound in a word | Dresses and undresses independently | Shows flexibility in trying different ways of tackling problems |

Local Offer

The Harrow Local Offer sets out the services and support available in our borough for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control to families and young people.

For more information on Harrow's Local Offer – [click here](#)

Harrow Parent Carer Forum, please sign up to their monthly newsletter, by emailing info@harrowparentforum.org



What we offer

Hillview is a mainstream Nursery School with an additionally resourced provision funded by the London Borough of Harrow for nursery-age children with moderate to severe complex learning needs. Children may be identified as requiring an Education, Health, and Care Plan (EHC Plan) when they reach school age.

The additionally resourced provision at Hillview caters to up to 12 children part-time (15hours a week), with 6 places available in the morning and 6 in the afternoon. Due to limited space and staff capacity, we are unable to further increase the number of specialist places for the 15 hours of care.

A detailed description of the nursery's provision for pupils with SEND can be found in the school's SEND Inclusion Policy, available on our website – [click here](#)

What we do – lets discuss in detail

| | |
|---------------------------|-----------------------------------|
| <u>TAC PAC</u> | Teeth Brushing |
| Bucket Time | Progress Tracking |
| 1:1 Focus Activity | Termly Meeting |
| Story Time | Stay & Play sessions |
| Sound of the week | Sensory Play |
| Physio | <u>EY Log</u> observations |

Daily Routine for children attending the morning session

Morning Session 8.30am to 11.30am

| | |
|------------------------|-------------------------------|
| 8:30 - 9:00 AM | Soft Start , Sensory Room |
| 9:00 - 9:15 AM | Singing Time |
| 9:15 - 9:45AM | Focus Time/ Children's Target |
| 9:45 - 10:00AM | Nappy Time |
| 10:00 - 10:30AM | Snack Time |
| 10:30 - 11:15AM | Garden Time |
| 11:15 - 11:25AM | Bucket Time |
| 11:30AM | Home Time |

Please arrive promptly for collection at 11.30am

Daily Routine for children attending the afternoon session.

Afternoon Session 12.15pm to 3.15pm

| | |
|------------------------|--|
| 12:15PM | Children Arrive |
| 12:15 - 12:40PM | Garden Time |
| 12:45 - 1:00PM | Singing Time |
| 1:15 - 2:00PM | Focus Activity/ Children's Target/Sensory Room |
| 2:00 - 2:15PM | Snack Time |
| 2:15 - 2:30PM | Nappy Time |
| 2:30 - 3:00PM | Garden Time |
| 3:00 - 3:15PM | Bucket Time |
| 3:15PM | Home Time |

Please arrive promptly for collection at 3.15pm

Your Key Contacts at Hillview Nursery

Carly Orbell – Headteacher (Monday & Tuesday) carly.orbell@harrow.gov.uk

Lisa Orbell – Headteacher (Wednesday, Thursday & Friday) lisa.orbell@harrow.gov.uk

Mamta Rama – ARMS Room Leader mamta.rama@harrow.gov.uk

Kathryn Speech & Language Therapist –

Desiree Occupational Therapist –

Emily Physio –

Abigail Educational Psychologist –

Main Nursery Telephone Number 0208 424 1770

General enquiries & absence reporting – hillviewnurseryoffice@lea.harrow.sch.uk

What our parents of children with SEND say about their experience of The Hillview ARMS Unit

We would like to extend our deepest and most sincere gratitude to Hillview Nursery for the exceptional care, dedication, and unwavering commitment you show every single day. You have created a nurturing and inclusive environment where children are not only supported but truly cherished. Your ability to go above and beyond in looking after the children, while also ensuring that parents and families feel heard, supported, and valued, is nothing short of remarkable.

In what have often been extremely challenging circumstances, your compassion and partnership have been a lifeline. You have not only provided outstanding care and education but also helped families access vital support, making an enduring difference in their lives. The impact of your dedication will be lifelong for children who need special help, and the positive ripple effect on family wellbeing is profound and immeasurable.

A special thanks to Huma, whose warmth and kindness create an atmosphere of reassurance and care. Your welcoming nature and genuine compassion make every interaction feel comforting and safe. You are always approachable, bringing calm and empathy to every conversation—a true beacon of support for both children and parents.

To Nurten, your dedication to ensuring that every child receives the best possible therapies is inspiring. You bring a wealth of professional expertise and personal experience to life, making a transformative difference. Your passion and skill in supporting children's development is truly extraordinary, giving them the best chance to thrive.

To Mamta, your tireless efforts to keep everything organised and running smoothly do not go unnoticed. Your ability to care for everyone with such calmness, efficiency, and kindness is invaluable. You are the heart that keeps everything moving seamlessly, ensuring that both children and staff feel supported.

To the entire mainstream nursery team and everyone else at Children's centre, your empathy, inclusivity, and willingness to make thoughtful and meaningful reasonable adjustments is truly commendable. Your warm and welcoming approach ensures that every child feels safe, valued, and understood—a testament to your professionalism and compassion. Continued next page.....

What our parents of children with SEND say about their experience of The Hillview ARMS Unit

To Lisa and Carly, the most exceptional managers any nursery could hope for—you lead with boundless passion, kindness, and dedication. Your commitment to supporting your team, listening with empathy, and doing whatever it takes to provide the best start for every child is deeply inspiring. Under your leadership, Hillview has become a shining example of what a childcare setting should be—a place of excellence, compassion, and hope.

A heartfelt thank you to Emily (Physio), Desiree (OT), and Kathryn and Siobhan (SALT) for your utmost dedication and unwavering commitment. Your expertise, patience, and empathy in providing comprehensive support plans tailored to each child's needs have been truly transformative. Your compassionate and holistic approach has made a profound impact, not only on the children's development but also on the confidence and trust of the families you support.

A warm and special mention to Anne for being the most kind and thoughtful person, offering a warm cup of coffee and even warmer words of kindness on chilly and tiring mornings. Your small yet meaningful gestures of care bring so much comfort and reassurance—it truly makes a difference.

Hillview Nursery is the epitome of outstanding early year education—a model that deserves the highest recognition. You have set a shining example of how to provide the very best start in life for children, while also empowering and uplifting families with dignity, care, and respect.

We feel profoundly privileged and grateful to have been part of the Hillview community. Words cannot fully express the depth of our appreciation for every single person who gives their heart and soul to the children in your care, minute by minute, day after day.

Thank you from the bottom of our hearts for making such an extraordinary and lasting difference.

With sincere regards, Shreyan and Family