



Lilycroft Nursery School

Lilycroft's Nursery School SEND Local Offer Information for Families March 2021

SEND (Special Educational Needs and Disabilities)

Lilycroft Nursery School *for children from two to five* offers different provisions which include childcare from 2 to 5 years, 2 year offer provision and 3-5 year nursery classes.

We at Lilycroft Nursery School (NS) are committed to providing an appropriate and high quality provision in the Early Years Foundation Stage Curriculum for all the children living in our locality.

At Lilycroft Nursery School we believe that every child matters and inclusion is an important part of care and education. We will endeavour to ensure that every individual will achieve, contribute, feel valued and enjoy learning. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school/centre life.

We will respond to learners in ways, which take account of their varied life experiences and needs.

Some children will have special needs of some kind at some time during their education. The term '**Special Educational Needs and Disabilities**' (**SEND**) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

If your child has special educational needs disability, they may require extra help, support or professional advice in a range of areas,

Who are the best people to talk to about my concerns about my child's progress or difficulties, special educational needs or disabilities

Class Teacher Key person SENDCO	Parents of children accessing any type of provision within the nursery school can discuss any concerns they may have regarding their child's progress or development. <ul style="list-style-type: none">• If you have any concern about your child's development you may discuss them with your child's key person, class teacher, SENDCO or any other person you feel is able to initiate a discussion about the issue/concern.• The key person, class teacher, SENDCO will discuss with you any actions that may be needed.
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**What help can my child get in the setting?
What are the different types of support available for children with Special Education Needs and Disabilities in this setting?**

Nursery Class and group support work.	<p>Lilycroft Nursery School follows the stages set out in the Special Educational Needs & Disabilities (SEND) Code of Practice for 0 to 25 years (2014). This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Parents are consulted at every level of the intervention. All teaching is based on building on what your child already knows, can do and can understand.</p> <p>The key person, class teacher, SENDCO will:</p> <ul style="list-style-type: none">• Put in place different ways of teaching so that your child is fully involved in learning in class. This may involve using different approaches or providing different resources adapted for your child.• Put in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task which may include small group work• An Individual Education Plan (IEP) is written by the class teacher with support from the SENDCO and put into place. Provision for extra support is made within the resources of the nursery.
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Small group work.	<p>This group may be:</p> <ul style="list-style-type: none">• In the classroom or another space e.g. group room.• The teacher will plan group sessions for your child with targets to help measure your child's progress.
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<p>Referral to outside agencies.</p>	<p>If your child has been identified as needing more specialist input a referral will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. <p>☐ Referrals may also be made to Local Authority central services such as the Visually Impaired team, Hearing Impaired team or Physical and Medical Difficulties Team.</p>
<p>External agency involvement</p>	<p>Outside agencies and professionals can provide specialist assessment; give advice on new IEP targets and on use of additional strategies and resources. The trigger for seeking help from outside agencies could be that, despite receiving individualised programme and /or support the child continues to make little or no progress.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional input.

Reviews of IEPs and other interventions

At the review it may be decided that:

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage.
- The planned action has not helped the child to progress.
- Help from other external agencies as well as further intervention is required if your child:
 - Continues to make little or no progress in specific areas over a long period (this needs to be long enough to ensure that the strategies deployed have been given an opportunity to have an effect). This may differ from child to child.
 - Continues working at an early year's curriculum which is substantially and regularly below that expected of children of a similar age.
 - Have emotional and/or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management plan.
 - Has sensory, physical or medical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
 - Has ongoing social-communication difficulties that affect the development of social relationships and causes substantial barriers to learning.

If a child's needs become more complex then with parents' agreement a referral for an Education, Health, Care Plan (EHCP) would be made to the Local Authority.

How will you support my child with identified SEND starting at Nursery School?**Identification and Assessment of SEND.**

All staff working with your child will be informed using:

- Information received from parents on the initial home visit.
- Information received through other agencies. E.g. Speech and Language Therapist (SALT)
- And will receive specific training from relevant agencies if required.

Individual Education Plans (IEP) or Health Care Plans (HCP), will be drawn up to support the child's needs and reviewed regularly with parents and relevant agencies.

How will the Nursery School let me know if they have any concerns about my child's learning?

- Better Together meetings are held, where parents are invited to meet with staff to share the child's 'What's new, What Next' and to talk about their child's progress and to discuss any concerns.
- Teachers, key person and/or SENDCO may arrange further meetings to discuss any concerns and future actions.
- Review meetings are held, to discuss children's progress at home and at nursery school, Individual Education Plans and any future developments.

Who are the other people providing services to children with SEND in this Nursery School?

Directly funded by school

In addition to SENDCO and Teachers children with SEND are also supported by Early Years Practitioners and Early Years Support Workers.

What Special Support Services are available in Bradford

Bradford Local Authority Specialist Teaching and Support Service (STaSS) comprises:

Social, Communication, Interaction, Learning Team (SCIL)

Formerly known as the High Incidence Team, the SCIL team are a team of Specialist Teachers, Practitioners, Access and Inclusion Officers and an Early Years funding officer.

They offer specialisms in four key areas:

- Communication and Interaction (including Autism)
- Early Years
- Social, Emotional and Mental Health
- Learning Support (Cognition and Learning)

Low Incidence Team (Sensory Service)

The Low Incidence team are a team of specialist teachers and support workers, instructors, habilitation officers, audiologists and technical officers who provide specialist teaching, support and outreach work to children and young people with:

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical needs

How will we support you child when leaving this Nursery School?

Moving on to another school

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for the families and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the new school's SENDCO and arrange a meeting between parents, class teacher and SENDCO.
- Transition plan will be drawn up.
- Any special arrangements and support will be put in place for you and your child.
- We will make sure that all records about your child are passed on as soon as possible to the receiving school.

How is the Nursery School accessible to children with SEND?

DDA compliant

Lilycroft Nursery School is one floor building with easily accessible outdoor provision for children with physical disability.

What arrangements are there to deal with complaints from parents of pupils with special educational needs concerning the provision made at school?

Parents should initially refer to either the class teacher or SENDCO.
If the matter is not resolved at this stage, school have a complaints policy which can be obtained from the school office

Glossary of Terms

IEP	Individual Education Plan
EHCA	Education, Health, Care, Assessment
EHCP	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND Code of Practice	The legal document that sets out the requirements for SEND

Link to Bradford LA Local Offer:

<https://localoffer.bradford.gov.uk>

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