

**SEND (Special Educational Needs and Disabilities)**



## **Local Offer 2017 - 2018**

St. Edmund's Nursery School offers different provisions which include childcare from 3 months to 4 years, 2 year offer provision and 3-4 year nursery classes. We also have a children's centre onsite which is part of the West Bradford Cluster, managed by St Edmund's. The Children's Centre offers Stay and Play sessions, Family Support, Outreach and a weekly Portage session (Sharing Together).

We at St. Edmund's Nursery School and Children's Centre (NSCC) 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 St. Edmund's NSCC 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,

St Edmund's NSCC is also a designated Enhanced Provision and is specially resourced for children with complex SEND needs. The Early Years Inclusion Panel (EYIP) allocates these places

### **Our OFSTED inspection report 2014.**

*"Excellent provision is in place to secure timely interventions and support for children with special educational needs and/or disabilities. This includes well-established multi-agency working, which provides support and access to specialist knowledge, training and resources. Parents speak very positively about the nursery, saying 'it is brilliant' and 'staff are lovely, approachable and genuinely care about my child'".*

<b>Who are the best people to talk to about my concerns about my child's progress or difficulties, special educational needs or disabilities</b>	
<b>Class Teacher Key person SENDCO</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The key person, class teacher, SENDCO will discuss with you any actions that may be needed.</li> </ul>
<b>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?</b>	
<b>Nursery Class and group support work.</b>	<p>St. Edmund's NSCC follows the stages set out in the Special Educational Needs (SEN) 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"> <li>• 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.</li> <li>• 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</li> <li>• An Individual Education Programme (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.</li> </ul>
<b>Small group work.</b>	<p>This group may be:</p> <ul style="list-style-type: none"> <li>• In the classroom or another space e.g. hall</li> <li>• The teacher will plan group sessions for your child with targets to help your child to make progress.</li> </ul>
<b>Referral to outside agencies.</b>	<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"> <li>• 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.</li> <li>• 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.</li> <li>• Referrals may also be made to Local Authority central services such as the ASD Outreach Team, Visually Impaired team, Hearing Impaired team or Physical and Medical Difficulties Team.</li> </ul>

<p><b>External agency involvement</b></p>	<p>Outside agencies and professionals who 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:</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"> <li>• 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</li> <li>• Support to set targets which will include their specific professional input.</li> </ul>
<p><b>Reviews of IEPs and other interventions</b></p>	<p>At the review it may be decided that:</p> <ul style="list-style-type: none"> <li>• The child may be considered to no longer have any special educational needs.</li> <li>• Intervention may need to continue at this stage.</li> <li>• The planned action has not helped the child to progress.</li> <li>• Help from other external agencies as well as further intervention is required if your child: - <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Continues working at an early year's curriculum which is substantially and regularly below that expected of children of a similar age.</li> <li>○ 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.</li> <li>○ Has sensory, physical or medical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.</li> <li>○ Has ongoing social-communication difficulties that affect the development of social relationships and causes substantial barriers to learning.</li> </ul> </li> </ul> <p>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.</p>

<b>How will you support my child with identified SEND starting at Nursery School?</b>	
<b>Identification and Assessment of SEND.</b>	<p>All staff working with your child will be informed using:</p> <ul style="list-style-type: none"> <li>• Information received from parents on the initial home visit.</li> <li>• Information received through other agencies. E.g. Speech and Language Therapist or Learning Support.</li> <li>• And will receive specific training from relevant agencies if required.</li> </ul> <p>Individual Education Plans or Health Care Plans will be drawn up to support the child's needs and reviewed regularly with parents and relevant agencies.</p>
<b>How will the Nursery School let me know if they have any concerns about my child's learning?</b>	
	<ul style="list-style-type: none"> <li>• Better Together evenings are held, where parents are invited to meet with staff to share the child's 'My Learning Picture' and to talk about their child's progress and to discuss any concerns.</li> <li>• Teachers, key person and/or SENDCO may arrange further meetings to discuss any concerns and future actions.</li> <li>• Review meetings are held, to discuss children's progress at home and at nursery school, Individual Education Plans and any future developments.</li> </ul>
<b>Who are the other people providing services to children with SEND in this Nursery School?</b>	
<b>Directly funded by school</b>	In addition to teachers, SENDCO and Early Years Practitioners there may be Early Years Support Workers or Early Years Assistants.
<b>Paid for by the local authority</b>	<p>There are Learning Support Services in Bradford supporting children with:</p> <ul style="list-style-type: none"> <li>• Visual impairment</li> <li>• Hearing impairment</li> <li>• Physical and Medical difficulties</li> <li>• Multi-Sensory</li> <li>• Autism Spectrum Disorder</li> </ul> <p>Educational Psychology Service</p> <p>Parent Partnership Service (to support families through the SEND processes and procedures)</p> <p>Portage support at the children's centre Sharing Together stay and play session.</p>

<b>Provided and paid for by the Health Service – Bradford NHS Trust</b>	<ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Professional training for staff to provide medical interventions</li> </ul>
<b>Services provided by the Children’s Centre</b>	<ul style="list-style-type: none"> <li>• Parenting courses run by the West Bradford Children’s Centre Cluster</li> </ul>
<b>How will we support you child when leaving this Nursery School?</b>	
<b>Moving on to another school</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• We will contact the new school’s SENDCO and arrange a meeting between parents, class teacher and/or SENDCO.</li> <li>• Transition plan will be drawn up.</li> <li>• Any special arrangements and support will be put in place for you and your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible to the receiving school.</li> </ul>
<b>How is the Nursery School accessible to children with SEND?</b>	
<b>DDA compliant</b>	<p>The ground floor and outdoor provision is accessible to children with physical disability and there is a lift to access the upper floor. We have a hygiene suite with a hoist and use of a variety of wheelchairs.</p>