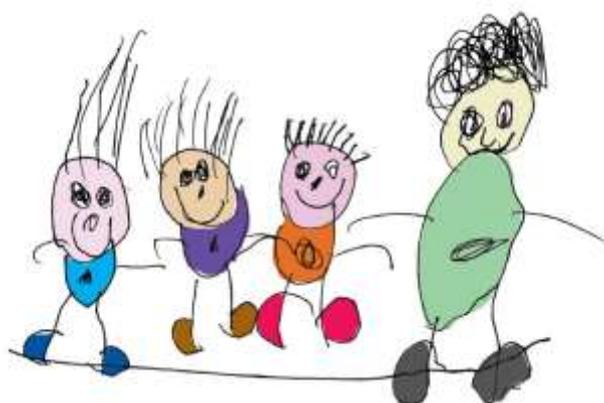


Special Educational Needs and Disability Policy



Broomhall Nursery School

February 2021

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About Broomhall Nursery School

Broomhall Nursery School specialises in providing high quality early years education for children aged three to five years.

At Broomhall all children benefit from high quality learning opportunities, both indoors and outdoors. We take advantage of our amazing mature grounds and believe that the natural world can be utilised to develop valuable life skills such as language, empathy, social interactions and critical thinking skills. All children, including those with special educational needs (SEN), regularly access our large outdoor area where we grow vegetables, explore natural materials such as clay, mud and sand and climb trees and sledge down the hill.

Broomhall Nursery School has high aspirations and expectations for all children and is committed to ensuring all children develop the life skills necessary to achieve the best outcomes. With the right support the majority of children with SEN find school a positive experience, achieving and fulfilling their potential alongside their peers.

The SENCo is the Head Teacher and can be contacted in person at the Nursery, by telephone or email:

SEN Co-ordinator: Mrs Diane Hetherington

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SEN Deputy: Mrs Judith Eastall

Tel: 0114 2721453

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SEN Governor: Mrs Elizabeth Williams

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The SEN Aims of Broomhall Nursery School

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification and intervention for children requiring SEN provision.
- To promote inclusion to ensure that all pupils, including those with SEN or a disability, are able to participate as fully as possible in all aspects of the school life.
- To ensure that parents and carers of children with SEN are included in the decision making process and kept informed of their child's progress and attainment.
- To provide a secure, nurturing and safe atmosphere in which all children can develop to their full potential.

Provision for children with SEN

Broomhall Nursery is one of only seven schools across Sheffield to have been designated as an Early Years Centre of Excellence for Inclusion and SEN.

Every member of staff is a teacher of every child including those with SEN and the SEN Code of Practice places greater emphasis on teacher accountability for the progress of children in their class. All members of staff receive regular training to enable them to support children at all times, including lunch, as we believe that all staff need to be equipped with the skills to promote learning. All staff receive mandatory training (eg. Safeguarding, first aid, disability awareness) and INSET training in areas of special educational needs (eg. autism, speech, language and communication).

Highly experienced support staff work above normal statutory ratios to offer one-to-one and small group support, providing such activities as Attention Autism, Intensive Interaction, Curiosity Programme, PECS, Makaton signing, specific language groups and social groups as required

We have a fully equipped sensory room which provides a calm and soothing environment, especially for children with social communication difficulties.

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

Through teaching which may include:

- Presenting information and activities in different ways so that all children understand.
- Adjusting the pace of the activity to ensure all children are able to participate.
- Providing the right type of support for every child.
- Clear and concise activity plans with clear objectives allowing for flexibility to make adaptations so that all children can engage in the activity in an appropriate way.
- Additional or differentiated resources to allow for full participation in the activity.

How we identify and assess children with SEN

During the first four weeks of a child starting nursery, information is gathered about his/her attainment and learning through observations and interactions with the child. We also use information from parents and carers, as well as previous settings, to learn as much about the child as possible.

We use a cycle of ongoing formative assessment involving observation, assessment and planning to ensure we meet the needs of all children and can respond quickly to individual needs. At the half-term point each keyworker tracks children's learning and development against the Early Years outcomes.

If a child has not made expected progress or if the child is working at a level below age related expectations the keyworker or class teacher will scrutinise his/her learning needs with the Headteacher and SENCo .

If there are concerns regarding a child's level of attainment his/her class teacher will complete an Individual Education Plan (IEP) highlighting areas for development and next steps. This will be shared with parents and their input sought; working in partnership with parents is key.

If necessary we will refer a child to relevant specialists after consultation with parents. It is important to remember that all children develop at different rates and these factors may not indicate a long term learning need. However, early identification of specific learning needs and intervention to develop them is crucial if all children are to fulfil their potential and to reduce barriers to learning.

If there continue to be concerns, despite timely support and interventions, we will arrange a meeting to discuss a child's learning needs with parents. We will formally implement an SEN My Plan which will highlight the child's specific needs, next steps and support necessary to achieve them using a positive, child centred approach. Again we will work in collaboration with parents in their child's best interests.

We will hold regular, usually termly, but sometimes more frequently, review meetings with parents and all agencies where possible who are involved with the child.

With parental permission we will refer a child to the appropriate specialist for assessment and support if we feel that he/she is not making expected progress despite support and interventions being in place.

Involving Specialists

We regularly liaise with many external professionals including:

- Speech and language therapists (SALT)
- Inclusion teachers and assistants
- Autism teacher and assistants
- Teacher for the deaf and hearing impaired
- Teacher for the visually impaired
- Physiotherapists
- Occupational therapists
- Educational Psychologist
- Health Visitors

Request for statutory assessment.

What if a child's needs are more complex or he/she requires additional long term support to fulfil his/her potential?

Usually there will have been support and intervention programmes established over a period of time in order to support a child's special educational need. This is known as a graduated response and ensures that we have taken the necessary steps to support the child. If, over a period of time, there are still concerns about the child's development we will need to consider other options. It may be necessary to refer a child for an Education, Health and Care Plan (EHCP) if, despite a graduated approach being followed, a child does not make expected progress. Parents/carers will be involved and consulted at each step of the process and, wherever possible, consent will be obtained. The SENCo /Head teacher will endeavour to ensure that the parent and the child are fully prepared and in agreement. Information will be gathered about the child's health, education and care needs by the local authority during the EHC assessment as well as desired outcomes and specialist provision that will be needed to achieve the desired outcomes.

Children with an Education, Health and Care Plan (EHCP)

If a child has an EHCP

As a setting we have a duty to admit your child to our Nursery School if we are named on the EHCP and to provide the educational support specified in the plan. Under the Equality Act 2010 all early years' providers must make reasonable adjustments to prevent children with disabilities being put at substantial disadvantage. Broomhall Nursery School continually monitors the teaching, environment and provision to ensure that it supports inclusion for all children.

How can we be sure that the EHCP will be followed?

We will have been consulted by the Local Authority prior to being named on the EHCP and will have determined the support we will be able to provide and any additional external expertise or further funding from the Local Authority we will require.

Reviewing an Education, Health and Care Plan

Reviews take place initially after the first six months and thereafter, at least every 12 months, and focus on the child's progress towards achieving the outcomes specified on the EHCP. It will consider what changes might need to be made to the support that is provided to help them achieve the outcomes or whether changes need to be made to the outcomes. **The meeting will usually take place at the Nursery School and be attended by the child's parents, the keyworker, and the SENCo, plus other individuals relevant to the child's needs. These people should be invited and given at least 2 weeks' notice of the date of the meeting. Relevant individuals could be a health service representative, a local authority social care representative, a local authority SEN Officer or a representative from other services working with your child, eg. SALT, Inclusion Service, Autism Service, Hearing Impaired, etc.**

Accessing Information – the Local Offer

What is the Local Offer?

Each local authority provides information about provision they expect to be available in their area across education, health and social care for children in their area who have SEN or a disability, including those who do not have an EHCP. The Local Offer provides clear, up-to-date information about provision and how to access it and aims to make provision more responsive to local needs. The Sheffield Directory is a valuable source of information on education, health, care and support, leisure, money matters and moving to adulthood. It can be accessed using the following link:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=9xSyxSiIEUY&localofferchannel=0>

How the school evaluates the effectiveness of its provision for children with SEN and disability

It is important that children's achievements and progress is celebrated; all children are unique and some will not be working at age related expectations. We use Locke and Beech Profile documents which break down the Early Years Foundation Stage development statements/outcomes into smaller, more achievable steps. This helps us to ensure activities are pitched at the right level and highlight your child's next steps. In addition the success of the school's SEN policy and provision is evaluated through:

- Continually assessing how the teaching and environment impacts on children's learning through regular observations and learning walks to ensure children with SEN are fully included.
- Termly tracking data of all children to analyse progress and achievement.

- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.
- Termly review meetings to review SEN Support plans and Learning journeys to ensure there are no barriers to learning.
- The school self-evaluation process.
- The school's Development Plan

Supporting children at school with medical conditions

Broomhall Nursery School recognises that children at school with medical conditions should be fully supported so that they have full access to education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Whenever a child with a medical condition enrolls with our nursery we equip our staff with the appropriate skills to fully support them.

How accessible is the outside and inside of the nursery school?

- Both inside and outside are accessible for wheelchairs and walking aids.
- The school complies with all statutory requirements regarding disabled/wheelchair access to school buildings.
- The building has a disabled toilet.
- The school has an access lift.
- Special equipment is purchased to provide support and acts on the advice of specialist support services.

Parental Involvement in the education of their child

Children learn more effectively when the school and parents have a positive partnership based on mutual respect and communication. There are many factors which impact on children's feelings of well-being and happiness, especially if they have a special educational need or disability. If there are concerns or worries that are affecting a child at home or nursery we ask that parents share them with their child's keyperson so we can support them and, if necessary, the wider family.

Each child has a Learning Journey which documents your child's experiences and achievements. They are accessible to both you and your child and you are encouraged to look at it and contribute to it regularly.

We hold Parental Consultations each term where parents have the opportunity to meet with their child's teacher/key worker to discuss their progress, experiences and next steps and invite parents to tell us about their child's learning and interests at home.

Collaboration with other settings and transition arrangements to a child's next phase of education

How will the nursery school ensure that a child's transition to full time education will be as smooth as possible?

We have good relationships with many of the primary schools in the area and transition arrangements.

Beginning the term before a child starts full time education the staff from this nursery school and the next setting share information to ensure they are prepared and knowledgeable of the child's unique needs. Parents will be fully involved in the transition process and both parents and the child will visit the next setting, meet the teacher and have the opportunity to discuss any concerns. We will hold a transition review meeting with the receiving primary school involving parents and other professionals involved with the child so that information can be shared so that the receiving school is fully informed and prepared to admit the child and continue their educational journey as seamlessly as possible.

Funding for SEND

The Nursery School budget does not automatically receive funding for children with SEND. Each term we have to apply for funding from the Early Intervention Grant held by the local authority and receive funds according to the child's level of need to support one-to-one and small group work.

Children with an EHC plan receive Top up funding for more targeted one to one support.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

This policy was created by the school's SENCO with the SEN Governor in liaison with all staff.

The SENCO's duties involve

- Ensuring that all practitioners are aware of their role and responsibilities to children with SEN.
- Providing support and advice to colleagues as well as training in relevant areas of SEN.
- Ensuring that parents are involved in the process and that their voice, as well as their child's, wherever possible, is valued and acted upon.
- Liaising with professionals and other outside agencies.

The role of the Governing Body

The Governing Body's responsibilities to children with SEN include:

- Ensuring that provision is of a high standard and is made for children with SEN
- Ensuring that children with SEN are fully involved in school activities
- Having regard to the SEND Code of Practice when carrying out their responsibilities
- Being fully involved in developing, monitoring and reviewing SEND policy