



Broomhall Nursery School

Provision for Special Educational Needs

PROVISION FOR SPECIAL EDUCATIONAL NEEDS

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole.

The Headteacher is responsible for the day to day management of all aspects of the schools work including provision for children with special educational needs.

The Governing Body is kept fully informed by the Headteacher who also works closely with the Special Needs Co-ordinator (SENCO) and the SEN Governor. The SENCO has responsibility for the day to day operation of the schools SEN policy and for co-ordinating provision for the children with special educational needs particularly through Early Years Action and Early Years Action Plus. The Governing Body, in co-operation with the Headteacher determines the school's general policy and approach to provision for children with special educational needs. The Governing Body also maintains a general oversight of the school's work.

Parents

At Broomhall, parents are seen as partners in their child's education. For children with special educational needs we particularly acknowledge the expertise and knowledge that parents have about their own children. The school works closely with parents at all stages valuing their important contribution.

We feel that communication with parents is vital. If parents of children with special educational needs do not have English as a first language or have difficulty communicating, we will make every effort to ensure that an interpreter or signer is available.

Information is provided to parents in the school's prospectus, the Governors Annual Report to Parents, New Parents Meetings, LEA leaflets and individual letters to parents.

The LEA also provides a parent partnership service which provides advice and information for parents of children with special educational needs.

Admissions

The centre agrees with the LEA's admissions criteria which does not discriminate against pupils with special educational needs and has due regard for the guidance in the SEN Code of Practice 2002.

“All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission. Admission authorities must consider applications from parents of children who have special educational needs but no statement on the basis of the school's published admissions procedures. Admission authorities cannot refuse to admit a child on the grounds that they do not have a statement of special educational needs or is currently being assessed.” (*Code of Practice 1:33*)

Specialist Provision

Broomhall does not have a special unit or a delegated SEN Budget but some children with specific special educational needs are supported in the nursery by experienced support staff that are funded through the Nursery Schools NSTAT budget. This funding is currently under review.

The School welcomes applications for admission from parents of pupils with mobility difficulties. We make every effort to accommodate a child's particular needs and continue to work with the LEA to improve our facilities.

All staff have had training for MAKATON signing.

Identification, Assessment and Provision for Children with Special Educational Needs

All the children at our centre are entitled to a broad and balanced curriculum in line with the Foundation Stage and our centre's Aims and Inclusion Policy. Most children will have their needs met through normal classroom arrangements and differentiated activities. If there is concern about a child's progress the child will be monitored more closely and the concern will be discussed with parents.

Early Years Action

When a member of staff or team of staff identify a child with special educational needs they need to devise interventions that are additional to or different from those provided as part of the usual nursery curriculum. This is called Early Years Action.

The triggers for intervention through Early Years Action could be the parent or member of staff's concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching strategies are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not modified by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and require specific interventions in order to access learning.

When a child is identified as having special educational needs, interventions that are additional to and different from the usual curriculum are devised. Parents, members and the SENCO contribute to the strategies.

These strategies are recorded on an Individual Education Plan.

The IEP sets out:-

- Short term targets for the child to achieve.
- Teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes of the action taken.

The IEP is reviewed regularly and parents are invited to participate in the target setting and review process.

Early Years Action Plus

If there is evidence that a child is making insufficient progress despite significant support and intervention at Early Years Action, further advice and support from outside specialists may be sought. Parents will be fully informed and their agreement sought about the involvement of external agencies and proposed interventions. The range of support at Early Years Action Plus will be similar to that made for Early Years Action but may be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the new IEP and these professionals will be invited to contribute to the monitoring and review of progress with parents and staff.

Children with Statements of Special Educational Needs

For a very few children the help given by the school through Action Plus will not be sufficient for them to progress satisfactorily. Parents, schools and settings can then make a request to the LEA for statutory assessment. Chapter 7 of the Special Needs Code of Conduct sets out procedures for statutory assessment. For the children with a statement of special educational needs, in addition to the regular review of their IEP's and their progress, the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority.

Resources

There is no specific funding delegated to Nursery Schools. Any other funding for special educational needs is currently made through applying to the Nursery Schools NSTAT budget for extra support. The Headteacher and the SENCO decide on the use of this funding. Resources for children with special educational needs are within all groups and extra resources for specific children are sought from outside agencies.

Inclusion Arrangements

Children with special educational needs participate fully in the nursery curriculum alongside their peers with support where appropriate.

Occasionally visiting specialists may need to withdraw children from their group for short periods of assessment or therapy work.

Governors

The Governing Body and the LEA will ensure that it makes appropriate provision for all children identified as in need of special education provision. Each year targets are set for inclusion and special educational needs and these are reviewed annually and presented to the Governing Body. The SEN Governor liaises with the SENCO to monitor how these targets are met.

Complaints Procedures

The centre's complaints procedures are displayed on the parents notice board or can be obtained from the office.

Under the SEN and Disability Act 2001 parents will also be able to request independent disagreement resolution and the school will make further information about this available on request.

Staff Training and Development in Relation to Special Educational Needs

Our school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development.

Link with other Schools

When children leave the nursery school their records are transferred to their next school. A member of staff will visit and make contact with most of the schools that we regularly feed. The member of staff will ensure that important information is passed on about children to affect a smooth start at their new school. Members of staff from some of the feeder schools also visit the children in the nursery.

When children are helped, through Early Years Action Plus, members of staff from the school to which they will transfer will usually be invited to a

review meeting in the nursery prior to starting school to ensure a smooth transition.

Transition arrangements for children with statements of special educational needs will begin a year before they transfer to their next school.

Links with other Agencies

External support services play an important part in helping our school identify, assess and make provision for children with special educational needs. We receive support from the following services:

- S.S.S. Specialist Support Service) based at Prince Edward School
 - Teacher for Early Years Support
 - Educational Psychologist
 - Autism Team
 - Behaviour Support Team
 - Sensory Impaired Team
- Communication Therapy
- Mast Intervention Workers
- Social Services
- General Practitioners
- Health Services
- Child Protection Services

Multi agency meetings are held regularly in response to children's individual needs.

Who to Contact

Headteacher & SENCO	Diane Hetherington
Teacher & SENCO	Judith Eastall
Early Years Inclusion Teacher	Liz Hodkin
Educational Psychologist	Anne Rogers
Health Visitor	West Mast Team
Speech & Language Therapists	Nicky Sedgwick
Support Teacher for Autism	Sophie Hughes
SEN Support Staff	appointed on temporary contract to meet need as arises.
Parent Partnership Service (Advice & Mediation Manager)	Tel 2736009

Inclusion

At Broomhall Nursery School we endeavour to treat all children as individuals and ensure that each child has equality of opportunity. We aim to be an 'inclusive' school. Educational inclusion is the provision that is made for the achievement of groups of children within a centre. This could apply to any or all of the following groups:

- Girls and boys
- Minority ethnic and faith groups
- Children who have English as an additional language.
- Children with special educational needs.
- More able children.
- Other children such as sick children, young carers, those children from families under stress and risk.
- Looked after children.
- Asylum and refugee children