

# St Edmund's Nursery School

## St Edmund's Nursery School SEND Local Offer

### Information for Families

#### 2021

### Introduction

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. At St. Edmund's 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.

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.

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

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 Nursery School is also a designated Early Years Enhanced Specialist Provision (EYESP) hub and is specially resourced for children with complex SEND needs. Bradford SEND Services allocate these places.

This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

*Provision for children with SEND is particularly strong. Carefully planned small-group sessions ensure children receive tailored activities matched to their individual targets. Consequently, children with SEND make similar or better progress than other children. This is because they are well integrated into the school and receive high-quality support from staff who know and understand their needs well. Parents are fully involved in planning and reviewing the progress their children make. One parent stated, 'The nursery is quite simply amazing at understanding the needs of individual children and their families.'* **Our OFSTED inspection report 2019**

### **Local Approach**

In Bradford all schools have a similar graduated approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and disabilities being met in a mainstream setting wherever possible where families want this to happen.

### **School Approach**

We are a fully inclusive, Nursery School with Early Years Enhanced Specialist Provision (EYESP), who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Children are identified as having Special Educational Needs and Disabilities when their progress has slowed or stopped and the interventions, resources and support put in place do not enable improvement. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress. If you would like any further information about what we are able to offer at St Edmund's Nursery School then please do not hesitate to contact us directly.

Question	School Response
How do you identify Special Educational Learning Needs?	<ul style="list-style-type: none"><li>• When pupils have identified SEND (Special Educational Needs and Disabilities) before they start at St Edmund's Nursery School, we work with the people who already know them and use the information already available to identify what their specific needs will be in our school setting.</li><li>• The progress of all pupils is monitored regularly (termly).</li><li>• If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– we will share with you what we find and agree with you what we will do next and what you can do to help your child.</li><li>• If our teachers and practitioners think your child may have a Special Educational Need or Disability, the class teacher, key person and SENDCO will discuss this with you in the first</li></ul>

	<p>instance. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why).</p> <ul style="list-style-type: none"> <li>• Staff in school may work with your child at this point in order to complete a range of assessments to highlight your child's strengths and possible areas of weakness so that support can be carefully targeted to their needs.</li> </ul>
<p>How could my child get help in school? :</p>	<ul style="list-style-type: none"> <li>• Children in school will get support that is specific to their individual needs. This will be provided by the class teacher, key person and SENDCO and may also involve other staff in the school.</li> <li>• Staff may visit the school from the Local Authority central services; such as Communication and Interaction Team (including Autism), Speech and Language therapy (SALT), Visual Impairment or Hearing Impairment Teams. (Refer to end - Other Agencies)</li> </ul>
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Bradford LA, includes money for supporting children with SEND.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> <li>- the children getting extra support already</li> <li>- the children needing extra support</li> <li>- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

Question	School Response
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress, you should speak to your child's teacher initially. The concerns may need referring to the SENDCO if your child is still not making progress.</li> <li>• If you continue to feel that, your child is still not making progress you should speak to the Head teacher or the school SEND Governor.</li> </ul>
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> <li>• When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO and then discuss this with you</li> <li>• St Edmund's have regular SEND meetings with all staff at the end of each term to share progress of children and to ensure that all staff is familiar with the needs of all children's and what targets they are working towards. This includes not just children on enhanced provision, but also children we have concerns about.</li> <li>• There are regular reviews meetings involving the senior leadership team and class teachers to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</li> <li>• If your child is then identified as not making progress, the class teacher will discuss this with you in more detail and listen to any concerns you may have too.</li> </ul>
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> <li>• Teachers plan lessons/activities and group times according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language, Makaton signs and/or pictures to support them to understand new vocabulary.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> <li>• SENDCO is actively involved in this process.</li> </ul>

Question	School Response
How will school support my child?	<p>St Edmund's has a range of interventions in place, which may be used when we identify a need for additional support.</p> <ul style="list-style-type: none"> <li>• When the school identifies the need for additional intervention to enable a pupil to make expected progress, this will be recorded and stored in child's individual file. If necessary an Individual Education Plan (IEP) will be put in place to set targets and track progress.</li> <li>• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND</li> </ul>
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/ her teachers and the Senior Leadership Team.</li> <li>• His / Her progress and his/her attainment in relation to age related expectations in all areas of curriculum is reviewed formally every half term.</li> <li>• If your child is operating significantly, below age related expectations, your child will be assessed and they may be put on a My Support Plan (MSP) or a request for enhanced provision place may be sent. These are reviewed on a six monthly basis. .</li> <li>• The progress of children with an Education, Health, Care Plan (EHCP), is formally reviewed at an interim review and an Annual Review with all adults involved with the child's education.</li> </ul>

Question	School Response
How will both you and I know how my child is doing and how will you help me to support my child's development?	<ul style="list-style-type: none"> <li>Regular Better Together meetings, termly reports and daily home-school communications give all parents and carers regular feedback on their child's up to date progress, wellbeing and achievement. Good home school partnership provides opportunities to work collaboratively in the best interest of a child.</li> </ul>
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> <li>The well-being of all of our children is our primary concern at St Edmund's. We promote positive relationships, resilience and self-regulation.</li> <li>We have staff who have first aid training and paediatric first aid training.</li> <li>We have staff trained in CAMHS (Child and Adolescent Mental Health Services)</li> <li>If a pupil has a medical need, then a detailed Care Plan is compiled with support from the SENDCO in consultation with parents / carers and relevant professionals. These are discussed with all staff who are involved with the pupil.</li> </ul>

Question	School Response
	<ul style="list-style-type: none"> <li>We regularly monitor attendance and work closely with our Community and Family Involvement Team. We support children and families returning to school after absence and take positive steps to raise attendance.</li> </ul>

<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• As an EYESP hub and with a high number of children with complex needs, St Edmund's works closely with many different outside agencies. This might include Speech and Language therapists, Physio, Occupational therapist, Teachers of Deaf, Teachers for Visual impairments and many more.</li> <li>• All external partners we work with are vetted in terms of safe guarding.</li> <li>• We work with Social Care, Bradford Family Support and Community Police</li> <li>• We also have a Community and Family Involvement Team to support families in our school and community.</li> <li>• Relevant staff are trained to support medical needs and in some cases, all staff receive training. We have a guidance on procedures for administering medicines within our health and safety policy.</li> <li>• Where necessary, and in agreement with parents/ carers, prescribed medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.</li> <li>• Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan (IEP) may be put in place for pupils with the highest need.</li> <li>•</li> </ul>
<p>What support do we have for you as a parent/ carer of a child with an SEND?</p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your child's teacher, SENDCO or key persons regularly, so we know how they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> </ul>

<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>We actively try to ensure that all our activities, including any trips are adapted for children's specific needs and reasonable adjustments are made. Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> </ul>
<p>How have we made sure St Edmund's is accessible to children with SEND?</p>	<ul style="list-style-type: none"> <li>As a school we are happy to discuss individual access requirements. We are situated in a densely populated area but all parents with children with physical disabilities have an access to car park's designated disabled parking bays.</li> <li>Other facilities include: disabled toilets, well equipped hygiene room with a hoist, ramps and a lift.</li> <li>We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>Visual prompts and Makaton signs are used across the school to support learning.</li> <li>After school provision cater for different needs depending on the need of the child and an SEND practitioner or a practitioner with experience of working with children with SEND is always available.</li> </ul>
<p><b>Question</b></p>	<p><b>School Response</b></p>
<p>How will we support your child when they are leaving this school and moving to another?</p>	<p>We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible.</p> <ul style="list-style-type: none"> <li>If your child is moving to another school: <ul style="list-style-type: none"> <li>We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>The SENDCO will arrange additional visits to new schools for your child and personalised resources to support transition may be used.</li> <li>Staff from the receiving school may also visit to see your child in their current setting</li> <li>We will make sure that all records about your child are passed on as soon as possible.</li> <li>Parents/Carers and any professionals who work with your child will be fully involved during transition process.</li> </ul> </li> </ul>

Question	School Response
<p>Who are the people providing services to children with SEND in this school?</p>	<p>In addition to the mainstream staff (teachers and practitioners) St Edmund's Nursery has a Special Educational Needs and Disabilities team which consists of:</p> <ul style="list-style-type: none"> <li>• Ermina Kesedzic - SENDCO</li> <li>• Ann Marie Leadbeater - Senior SEND practitioner</li> <li>• 6 Level 2 SEND Practitioners</li> <li>• 1 SEND Apprentice</li> <li>• Aweis Asghar – SEND Governor</li> </ul>
<p>What Special Support Services are available in Bradford?</p>	<p>Bradford Local Authority Specialist Teaching and Support Service (STaSS) comprises:</p> <p><b>Social, Communication, Interaction, Learning Team (SCIL)</b></p> <p>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.</p> <p>They offer specialisms in four key areas:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction (including Autism)</li> <li>• Early Years</li> <li>• Social, Emotional and Mental Health</li> <li>• Learning Support (Cognition and Learning)</li> </ul> <p><b>Low Incidence Team (Sensory Service)</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Visual impairment</li> <li>• Hearing impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical needs</li> </ul>

Question	School Response
What arrangements are there to deal with complaints from parents of pupils with special educational needs concerning the provision made at school?	<ul style="list-style-type: none"> <li>• Parents should initially refer to either the class teacher or SENDCO.</li> <li>• If the matter is not resolved at this stage, school have a complaints policy which can be obtained from the school office.</li> </ul>

Glossary of Terms	
IEP	Individual Education Plan
MSP	My Support 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
SEN Code of Practice	The legal document that sets out the requirements for SEN

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