



Mission Statement

"A safe place to hope, learn, play, enjoy and grow".

At Brearley Nursery School we value all of our children and families. As a setting we follow Birmingham City Council's safeguarding procedure and we uphold British values whilst celebrating the diversity in our communities. We also promote mutual respect and we are an inclusive setting.

Our ethos and curriculum enables children to be independent learners who make choices and building strong relationships, particularly with their peers. This promotes an exciting learning journey that engages learners

We are a Rights Respecting School where we help our children to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our children also learn about the importance of respecting the rights of others.

All of these principles create the firm foundations needed to encourage democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs. Staff members are also trained on the 'Prevent Strategy', this is utilised in the delivery of the curriculum and within our professional practice.



Brearley Nursery School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AIMS

As an Early Years setting we believe that all children are entitled to have their individual needs appropriately supported in order to participate fully in our nursery. We do not discriminate against pupils with special educational needs and have due regard to the Special educational needs and disability code of practice: 0-25years. As a Birmingham city nursery school, we adhere to the authority's **Local Offer and its aims are below:**

- To make it easier to find out what you need to know
- To help you to be less dependent on other people or word of mouth
- To help you to find the nearest and most suitable services
- To help you to ask the right questions
- To help you to provide feedback about what is needed, raise concerns or make a complaint

Fully valuing the child will require changes to the setting to accommodate and support children who have a wide variety of needs and this will involve all staff working in close partnership with parents. This policy should be read in conjunction with policies for equal opportunities and standards for inclusion and the Birmingham City Local offer see the following link:

<https://childrens.mycareinbirmingham.org.uk/>

Our Aims:

- To ensure all children have access to an appropriate early years curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure process are in place for early identification of children requiring additional support
- To work in close partnership with parents and other professionals

Admission arrangements

As a setting "which is seeking to be truly inclusive and non-discriminatory, children with SEN will be welcomed and admitted according to the same policy as all other children." According to current legislation it is "unlawful" to treat a child "less favourably for a reason related to their disability" (Disability Discrimination Act 1996). Therefore, a child cannot be refused a place on the grounds of special educational needs. When additional resources, whether human or physical are necessary to support

individual needs, these will be provided or requested as appropriate. All children will be offered a home visit, where possible the key person and a member of the family support team will do a joint visit. Any concerns can be discussed at this time. If it is known that a child has additional needs before they are admitted advice will be sort from the appropriate agencies to ensure a smooth transition.

Children will follow the same settling in procedures but we recognise that all children are individual and some may take longer to follow routines and settled into nursery than others. For some children a shorter day may be more appropriate.

Identification and Assessment

Within the code four areas of need are highlighted:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and /or physical

It is recognised that a child may fall into more than one of there.

Stages of Action

SEND Support Plan

The triggers for intervention could be a concern of either the practitioner or parent/carer or when other routes of support have failed to improve the child's development progress.

When staff parents/carers or the SENCO identifies that a child has special educational needs they work together to provide interventions that are additional to or different from the usual curriculum or practice. The parents/carers will be invited to a meeting where it will be decided on the action needed to help the child to progress. Strategies employed to enable the child to progress should be recorded on an SEN support Plan this should be precise and contain the following information

Assess, Plan, Do, Review

- Short term targets for the child (no more than four)
- Teaching strategies and the provision to be put in place
- The date of when the plan is to be reviewed (this should be between 2 to 3 months)
- Outcome of the action taken

Facilities, Staffing and Training

Facilities

As a setting we may need to provide certain adaptations and or specialist equipment to address individual needs. However, the Disability Discrimination Act 2001 places a legal obligation on all service providers to make reasonable adaptations.

To ensure full access for parents/carers, staff and children, regular audits may demonstrate our need to consider changes to aspects of the environment

Interventions

Forest School

"Forest Schools is a unique and educational experience"

Forest Schools is about all children using the outdoor environment.

Whilst doing this their:-

- Confidence will grow
- Independence will increase
- Self-esteem will be raised



Speech and Language Discovery Sessions

Discovery sessions is a programme and it runs throughout the academic year. It aims to give parents simple tips that will help develop children's speech and language. Following 'Talking Tips' is the Wellcomm Programme which is a speech and language tool kit used by school to identify any speech and language difficulty or delay and a range of set play based activities to support children's language needs.



Soft play area: Children area able to access this area to help develop their gross and fine motor skills.



Nurture /Thrive Programmes

Our school offer children Nurture sessions and Thrive programmes to develop children's PSED and Social, mental and emotional health needs. We have thrive practitioners in school that work with children and parents.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long term vision for the school.

Our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views that 'we learn better together'.

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

Staffing

In our school the child's primary support will be from room staff who will liaise with other staff including SENCO and Learning Support Assistants (LSA) where allocated. Provision for children with special educational needs is a matter for everyone in the setting. All staff need sensitivity, knowledge and awareness of the individual needs of children to give consistency and continuity of care.

Training

Staff requires knowledge to include children successfully. We have an ongoing programme of in-service training for issues relating to SEND. Every year this will be targeted towards meeting the needs of that particular year's intake of children. Training, wherever possible, will be for the whole staff but may be on an individual or small group basis with provision for feedback and sharing information and expertise. Knowledge is also updated by collecting articles and leaflets etc, stored centrally and accessible to all staff, parents and students.

The Role of the Head Teacher

Part of the Head Teacher's responsibility is to oversee

- The day to day management of the provision for children with Special Educational Needs and Disability.

Our named Special Educational Needs Co-ordinator -

SENCO Yewande Lawal is responsible within the setting for co-ordinating the day-to-day provision of education for pupils with SEND.

Our Class Teachers also ensure in meeting the educational needs of pupils and work closely with the SENCO to ensure that we meet our responsibilities under the Equality Act (2010) with regards to using reasonable adjustments and access arrangements.

Special Educational Needs and Disability Policy Summer 2014 9

Links with Support Services and other agencies

Successful partnership with other agencies is in the best interest of the child. We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

Educational Psychologist

Communication and Autism Team

Pupil Support Service

Speech and Language Therapist

Physiotherapists

Occupational Health

Child Development Centre

Early Support Service

CAMHS

Wilson Stewart Outreach Team

Practitioners from other schools