



We at Abbey Green 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 Abbey Green NSCC we believe that every child matters and inclusion is an important part of care and education. We will 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 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 life.

We believe that educational inclusion is about equal opportunities for all learners, including parents, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- Any learners who are at risk of disaffection and exclusion

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

Our Special Educational Needs and Inclusion policies can be found at <http://abbeygreen.org/send>

What is Special Educational Needs and Disabilities (SEND)?

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability taken from The Equality Act 2010

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Children may have either a disability or a special educational need or both.

Special educational needs and provision can be considered as falling under four broad areas.

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

Who are the best people to talk to in this setting about my child's difficulties, Special Educational Needs and Disabilities (SEND)?

The teacher and Room Leader will:

- Ensure that your child has access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Check on the progress of your child and if they are put on the SEN register identify their range level with the SENCo - Special Educational Needs Coordinator (range 1-4 or beyond) see the school's SEN policy at <http://abbeygreen.org/send> and the guidance by primary need section on at <https://bso.bradford.gov.uk/content/sengui>
- plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc...) and discuss amendments with the SENCO as necessary.
- Write next steps plans, Individual Education Plans (IEP), share and review these with parents at least once each term and plan for the next term.
- Ensure that all the members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Work with outside agencies such as Speech and Language service and educational psychologists.

The Key Person will:

Help ensure that every child's care is tailored to meet their individual needs and help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. They should also help families engage with more specialist support if appropriate.

Liaise with the following people:

- Teacher
- SENCO
- Other agencies

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (observation):

- observing what children can do' to help identify where the child may be in their own developmental pathway (assessment).
- Consider ways to support the child to strengthen and deepen their current learning and development
- Practitioners will develop many other approaches in response to the children with whom they work.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development

Ensure that the schools SEN policy is followed in the room and for all the pupils they teach.

The SENCo (Special Educational Needs Coordinator) will :

- Oversee the implementation and evaluation of the SEN Policy and the day-to-day operation of this policy
- Co-ordinate the provision for children with SEN in the school.
- Ensure that an agreed, consistent approach is adopted
- Liaise with and advise other staff
- Help staff to identify children with SEN
- Carry out observations of children with specific learning problems
- Support class teachers and practitioners in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the child. Advise on appropriate resources and materials for use with children with SEN and on the effective use of materials and personnel in the classroom
- Liaise closely with the parents of children with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process and are fully aware of the SEN Policy practices
- Liaise with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Liaise with the Administration Team to maintain the Centre's SEN register and records on SIMs and on E-start
- Assist in the monitoring and evaluation of progress of children with SEN through the use of existing School assessment information.
- Contribute to the in-service training of staff
- Manage learning support staff
- Liaise with the SENCOs in receiving Schools/and or other primary Schools to help provide a smooth transition from one School to the

other

- Ensures that parents are notified if the School decides to make special educational provision for their child

The Head teacher has responsibility for:

- The management of all aspects of the School's work, including provision for children with SEN and the specialist resourced provision.
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the School.
- Ensuring that the implementation of this policy and the effects of the inclusion policy on the School as a whole are monitored and reported to governors.

The governing body must ensure that:

- The necessary provision is made for any child with SEN
- All staff are aware of the need to identify and provide for children with SEN
- Children with SEN join in School activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- They report to parents on the implementation of the School's SEN policy through the annual report to parents
- They have regard to the requirements of the SEN Code of Practice (2015)
- Parents are notified if the School decides to make special educational provision for their child
- They are fully informed about SEN issues, so that they can play a major part in School self-review
- They set up appropriate staffing and funding arrangements, and oversee the School's work for children with SEN
- They, and the School as a whole, are involved in the development and monitoring of the SEN policy
- SEN provision is an integral part of the School development plan
- The quality of SEN provision is regularly monitored.

What help can my child get in the setting?

What are the different types of support available for children with SEN and /or Disabilities in this school?

Nursery Class and group support work.
Outside agency support

Teacher or Room Leader

The teacher or Room Leader will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in

learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

Specific small group work. This group may be:

- accessed in the classroom or externally.
- provided by a teacher or an early years practitioner.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.

- He/ she will plan group sessions for your child with targets to help your child to make more progress.
- A teacher or early year's practitioner (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.

Specialist groups run by outside agencies e.g. Speech and Language therapy

If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

- 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.
- 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.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
- 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
- Support to set targets which will include their specific professional

If your child has been identified by the class teacher/SENCO as needing some extra

	<p>specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Educational Learning Support Services such as the- Visual impairment Team, Support Team for Deaf children, Physical and Medical Team, Autism Spectrum Team, Educational Psychology Team, SEN Early Intervention Team, and the Learning Difficulties Team. • Health Services such as—Speech and Language Therapy (SALT), Physiotherapy, Occupational Therapy, Health Visitor, Community Paediatricians and Specialist Child Development Paediatricians.
<p>Range 1-3 provision</p>	<p>Abbey Green Nursery School and Children Centre follows the guidance for SEND issued by Bradford local authority - see the guidance by primary need section on- https://bso.bradford.gov.uk/content/sengui</p>
<p>Specified Individual support. This is usually provided via an Education, Health and Care Plan (EHCP).</p>	<p>EHCP – for children at range 4 and above whose learning needs are severe, complex and lifelong. The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Bradford Schools On Line – https://localoffer.bradford.gov.uk/</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need an EHC Plan.</p> <p>If they do not think your child needs an EHC plan, they will ask the school to continue with the graduated approach of SEN support it provides up to 7.5 hours a week.</p> <p>If your local authority decides to proceed with an EHC plan, they should work closely with you and your child to make sure the plan takes full account of your views, wishes and feelings. Once the plan has been written, a draft will be sent to you, which must not contain the name of the school or other setting your child will attend. You will be given 15 days to comment on the draft and you can ask for a meeting to discuss it if you want one. At that point you will also be able to request a specific school, or other setting, you want your child to attend. This could be a mainstream school or special school. Your local authority has 20 weeks from the request for the EHC needs assessment to issue the final plan to you.</p>

Once an EHC plan has been finalised, your local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided. This should help to enable your child to meet the outcomes that you have jointly identified and agreed. Your local authority has to review your child's EHC plan at least every 12 months. That review has to include working with you and your child and asking you what you think and what you want to happen, and a meeting which you must be invited to.

How is my child identified as having a Special Educational Need or Disability?

Identification is made by staff through:

- Observations and assessments on Early Essence
- information received through other agencies. E.g. Speech and language therapist and/ or concerns expressed by parents.

Abbey Green NSCC follows the stages set out in the revised Code of Practice and the range identification set out by the Local Education Authority (LEA). 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. Action should be taken to put effective support in place – this is known as the graduated approach

- The staff need to gather information through observations and record of achievement to identify any concerns
- The concerns are raised at planning/staff meeting
- Parents/carers are consulted and any concerns discussed.
- If the child is at range 1 or 2 intervention strategies are planned by the class teacher and are discussed with the parent/carer. These may be included in their next steps planning which parents are involved in.
- If the child is at range 3 or above an Individual Education Programme (IEP) is written by the class teacher and is discussed with the parent / carer before being put into practice. Provision for extra support is made within the resources of the nursery
- The staff team remain responsible for working with the child on a daily basis
- Any interventions whether on planning, next steps or as an IEP must be reviewed termly

Review

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- The planned action has, or has not helped the child to progress and therefore new interventions are planned
- Help from external agencies as well as further intervention is required.

External agency involvement

Outside agencies and professionals can provide specialist assessment, give advice on new IEP targets and on the use of additional strategies and resources. The trigger for seeking help from outside agencies could be that, the child:-

- 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.
- Continues working at an early year's curriculum which is substantially and regularly below that expected of children of a similar age.
- Has 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.
- Has sensory, physical or medical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has ongoing communication or intervention difficulties that impede the development of social relationships and causes substantial barriers to learning.

How can I let the school know I am concerned about my child's progress in the Nursery school and Children's Centre?

Through:-

The Teacher or Room Leader

The Key Person

The SENCo

- If you have concerns about your child's progress you should speak to your child's class Teacher or Room Leader or Key Person initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the Nursery School and Children Centre let me know if they have any concerns about my child's learning?

- Teachers, the Room Leader, Key Person and / or the SENCO will arrange a meeting to discuss any concerns.
- Next steps and report consultation evenings are held, where parents are invited to meet with staff to talk about their child and to discuss any concerns.
- Review meetings are held, to discuss children's progress at home and at Nursery School, next steps, Individual Education Plans and any future developments.

How will you measure progress of my child and communicate it to me?

Your child's progress is continually monitored by his/her class teacher through ongoing observations and assessments on our Early Essence electronic system and Learning Journey boxes.

- EYFS developmental stages are used
- Developmental Journal may also be used
- Next steps plans or
- Individual Education Plans

All information is shared with parents through:

- Next steps consultation meetings
- IEP reviews
- Team Around the child meetings

A range of ways will be used to keep you informed which may include:

- Day to day discussions and dialogues
- Secure access to your child's records on the Early Essence system
- Phone calls home
- Additional meetings as required

How will we support you child when leaving this Nursery School?

Moving on to another school

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:

- We will contact the new school's SENCO and discuss transition arrangements with their SENCo / class teacher / parents or carers.
- Any special arrangements and support will be put in place for you and your child.
- We will make sure that all relevant records about your child are passed on as soon as possible to the receiving school.
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How is the Nursery School and Children Centre accessible to children with SEND?

DDA compliant

- The Centre is one level building.
- Our centre has been adapted to be accessible by wheelchair and has a disabled access toilet.
- We ensure that equipment used is accessible to all children regardless of their needs
- Consistency across classrooms – a common approach to enable students to settle easily whichever classroom they are in.

How can I get further or more specific information about SEND?

For Further information contact the:-

SENCo: Helen Jones or SEN Governor: Nahida Khalid

At: Abbey Green Nursery School & Children's Centre, Green Lane, Bradford, BD8 8HT. Phone: 01274 722070 Website: www.abbeygreen.org

Email: office@abbeygreen.org

National SEN Advice

Parents or carers caring for children with SEN or additional needs who would like advice and information about their child's education can see <http://www.cafamily.org.uk/> where you can find information and search for your local group. Alternatively you can contact them at Contact a Family, 209-211 City Road, London, EC1V 1JN. Tel: 020 7608 8700 Fax: 020 7608 8701 Email: info@cafamily.org.uk

Local Parent Partnership Service

The Bradford Parent Partnership Service is also available to offer advice at:- <http://www.barnardos.org.uk/bradford-partnerships-services/information-advice-and-support.htm>

Bradford Parent and Young People's Partnership Service (PYPPS)

Barnardo's, Queens House, Queens Road, Bradford, West Yorkshire, BD8 7BS. Tel: 01274 481183 Fax: 01274 543763 Minicom: 01274 481366

Office hours: Monday -Friday 9am -5pm the switchboard is open during office hours with an answer phone during other times.

Email: Bradford SENDIASS Facebook: [Bradford SENDIASS](https://www.facebook.com/Bradford SENDIASS) Twitter: [@BradfordSENDIAS](https://twitter.com/BradfordSENDIAS)

Publications

SEND Code of Practice 0-25 (January 2015), <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND A guide for Parents and Carers (August 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

The Statutory Framework for the Early Years Foundation Stage (EYFS)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf