

What can I expect from



**Bloomsbury
Nursery School**

if my child has Special Educational Needs?

We will make sure your child is safe and happy

Have open and honest communication

Appropriate and effective teaching and learning

A Partnership Approach



Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a)** Have a significantly greater difficulty in learning than the majority of children of the same age
- b)** Have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c)** Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

What should I do if I have concerns about my child? What will happen if the nursery have concerns about my child?

If you have any concerns speak to your child's keyworker, or make an appointment to see the SENCO. Our SENCo is Tamar Cohen. If we have any concerns we will speak to you as soon as possible.

The SENCO and Keyworker will assess your child's needs through a range of strategies

Once your child's individual needs have been identified the SENCO may need to contact specialised services - these can include Speech and Language therapists, The Communication and Autism Team, or an Educational Psychologist. **We will always ask for your permission first.**

The SENCO and the nursery team will monitor your child's progress and will meet with you regularly to discuss how your child is getting on.

You will be kept fully informed of all the support your child is receiving and you will be involved at every stage of the process.

Together with the SENCO and any specialised services, you will contribute to agreeing targets that will support your child's needs.

Before any intervention, we ensure that we have given the children time to settle, feel safe and happy, and build positive relationships. We spend time **Getting To Know** each child.



Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.

Loris Malaguzzi



Our Team....



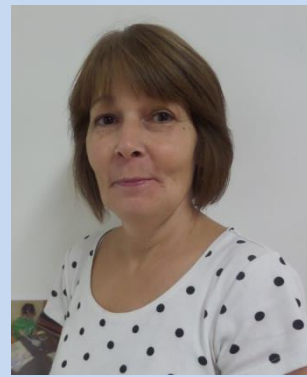
Jacqueline Gray
SEN Support



Hawah Haruna
Language Groups



Carole Wilkinson
Language Groups



Tina Cunningham
SEN Support



Tracey Grant
Teaching Assistant



Tamar Cohen
SENCo

At Bloomsbury, every child has a key worker to ensure their individual needs are met.

You will have the opportunity to speak to your child's key worker daily. These are photos of team that support the children who have special educational needs and/or a disability.



Appropriate and effective personalised teaching and learning

At Bloomsbury Nursery School we are committed to supporting every child. To ensure we can do this effectively our team members attend a wide range of training and regularly seek advice from outside agencies and professionals in other settings.

The training that the nursery team receive is based on the individual needs of the children who attend. The SENCO, with the support of the Headteacher and Governors, ensures that training is up to date and is appropriate.

All of our educators are trained to use Makaton to support communication.



Specialist Provision

At Bloomsbury Nursery School, we have a specialised teaching and learning environment for children with Complex and Significant needs. Children are able to attend a morning session for up to 3 hours, an afternoon session for up to 3 hours, or all day if appropriate.

Individual children's needs are assessed and access to this provision is funded through a range of funding streams such as; Inclusion Support for Early Year (ISEY), Criteria for Special Provision (CRISP), Awards for all etc.

We have 3 part time Early Years Educators, who support the children throughout their morning, using a range of specialist teaching strategies such as:

- PECS training
- AET Tier 1 and 2/ 3
- Makaton
- Visual Aids, objects of reference, ques and individual timetables
- Soft Play room/ Physical Space
- Sensory Room

How we work

Step 1 Gather information from
Parents/Carers
Home Visits
All about Me

Step 2 Develop our knowledge of the
Children
Getting to know You
WellComm
Baseline Assessments (EYFs)

Step 3 Teaching and Learning,
Targeted intervention
Continuous Provision – independent
play, educator supported, visual
timetables,
Targeted Support – 1:1, language
groups, Makaton, Mr Tongue, PECs,
all keyworkers have photo cards

SENCO
Outreach Family Support
Educational Psychologist
CAT Team
Health Visitor

This support is accessed at each step



A Partnership Approach

Bloomsbury Nursery School & CC works with outside agencies who can provide a specialised service, to ensure every child has their needs met. We will always talk to you if we feel that your child needs support from an outside agency and we will ask for your permission to involve them.

Educational Psychologist (EP)

Supports children who have social, mental or emotional needs, or other complex needs. Our Educational Psychologist is called **Stacey Turrell**.

SENAR – Principal Officer (PO)

If your child has an Education and Health Care Plan (EHC) we will work closely with your principal officer. Our PO is **Laura Cartwright**

Speech & Language Therapy Service (SALT) –Support for children with speech and language difficulties. Nicki Holmes is our in house support

Communication & Autism Team (CAT)

Supports children, or young people who are being assessed for, or already have, a diagnosis of Autism or communication difficulties.

Catherine Mahon is our CAT support link worker

Occupational Therapy

Support for children or young people with physical/sensory issues which impact on their levels of independence and self care

Family Support Team

We have a Family Support drop in service every Wednesday morning

Time: 9:am – 12:pm

Stay and Play – Wednesday am

Health Visitor

Support for children with development checks, medical needs, including where medication is prescribed/required.

Graduated Response

Bloomsbury adopts the
Graduated Response

The **Graduated Approach** has **Four Stages** of action:

- 1. Assess** - Bloomsbury Assessments are:
 - Baseline
 - WellComm
 - Tapestry – online Learning Journey
 - Mid Year Assessment
 - End of Year Report
- 2. Plan** - This happens daily and weekly, in whole staff meetings
- 3. Do** - in a variety of ways
- 4. Review** - monitor every 2 weeks for a 6 week period. After 6 weeks a decision will be made whether the child needs a SEN Support Plan, referrals to different professionals or an Education and Health Care Plan



How can I find out further information on what Birmingham Local Authority can offer to help?

My Care In Birmingham

<https://www.birmingham.gov.uk/localoffer>

<https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pagelId=3859&lockLA=True>

SEN Code of Practice

[https://www.birmingham.gov.uk/info/50034/birminghams local offer send/1421/special educational needs code of practice](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/1421/special_educational_needs_code_of_practice)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

EHC pathway

[https://www.birmingham.gov.uk/downloads/file/8190/ehc pathway revised 130815](https://www.birmingham.gov.uk/downloads/file/8190/ehc_pathway_revised_130815)