

What can I expect from



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.

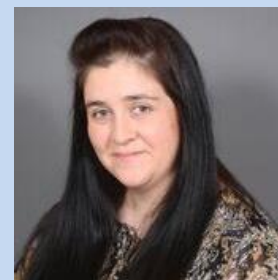
You will be kept fully informed of all the support your child is receiving and you will be involved at every stage of the process.

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



Bloomsbury
Nursery School

Our Team....



All of the staff at Bloomsbury Nursery School have received training to support children with a range of needs. Your child's keyworker is able to answer many questions, provide support and identify pathways with parents. The SENCo, will work with parents and keyworkers as a team.

Tamar Cohen
SENCo



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 Head teacher and Governors, ensures that training is up to date and is appropriate.

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



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



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), Sen Support Provision Plan funding and Top Up Funding through the Education and Health Care Plan.

We have Early Years Educators, who support the children throughout their session, 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
- Communicate and Print

How we work

Step 1 Gather information from
Parents/Carers

**Home Visits/ Stay and Play at Nursery
All about Me**

Step 2 Develop our knowledge of the
Children

**WellComm
Baseline Assessments (EYFs)**

**Step 3 Teaching and Learning,
Targeted intervention**

Continuous Provision – independent
play, educator supported, visual
timetables,

Targeted Support –all keyworkers have
photo cards, communication boards,
individual communication systems for
different children

SENCO

Family Support

Educational Psychologist

CAT Team

Health Visitor

Occupational Therapy

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.

SENAR – Principal Officer (PO)

If your child has an Education and Health Care Plan (EHC) we will work closely with your Principal Officer.

Speech & Language Therapy Service (SALT) –Support for children with speech and language difficulties.

Communication & Autism Team (CAT) - Supports children, or young people who are being assessed for, or already have, a diagnosis of Autism or social, communication difficulties.

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 Friday morning
Time: 9:am – 12:pm

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** which has **Four Stages** of action:

- 1. Assess** - Bloomsbury Assessments are:
Baseline
WellComm
Tapestry – online Learning Journey
observations
- 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 an Early Support Plan,
referrals to different professionals



Consultation with Parents

Meeting with parents at nursery in July 2022.

SENCo and Keyworkers from both sides of nursery – 2-4 year olds. Met With parents and looked at the report. They shared what has been helpful and How to make the process clearer for Them.



Comments from Parents

- A parent shared that she would like reviews of her child's progress or deterioration every 2 weeks.
- "More coffee mornings with information and possibly a translator."
- One parent shared "our journey with nursery has been amazing. I have felt very included in decisions made about my child's learning. I would perhaps like a bit more of scheduled meetings (I know this can be difficult)."
- "I have learnt a lot of techniques/ methods of what I know now, so maybe at the start just a workshop with do's and don'ts etc."
- I would like to know more about how kids with different languages are supported if they don't understand English."
- Looking and reflecting on the Information reports a parent said "I would add more pictures to understand more."
- Every child is different and has individual needs. We have parents from all backgrounds and cultures and walks of life. We should try to be alternative to each need."

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://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