

# Special Educational Needs Local Offer



At Allens Croft Nursery School we are dedicated to ensuring that all children fulfil their potential.

**We are a fully inclusive nursery and support the needs of all children, including those with Special Educational Needs and Disabilities.**

Such needs include:

- Cognition and learning
- Communication and Interaction
- Social emotional and mental health difficulties
- Physical and/or medical needs

The areas of need listed above are as stated within the Special Educational Needs and Disability Code of Practice 0-25 (2014) which can be found by using the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325875/SEND-Code\\_of\\_Practice-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf)

Our child-centred curriculum ensures that all children are motivated to actively engage in their learning.

All children in nursery have support through differentiation and our child-centred curriculum. This means that activities are planned according to the level that the child is working at. This can include a variety of adaptations including, changes to physical environment, use of resources, changes to teaching styles as well as level of adult support.

## Who should I talk to if I am worried about my child's development?

We are a fully inclusive setting, which means that all children are considered as individuals, with their own set of needs and interests. For many children, this means their learning and well-being needs are met through our differentiated provision within the carefully planned environment, resources and positive relationships with adults being the key.

At Allens Croft Nursery School we operate an 'open-door' policy and are always available to talk to you about any concerns you have about your child.

If you have concerns around your child's development, you may wish to discuss them with our Leaders for Inclusion.

- Our Special Educational Needs and Disabilities Co-ordinator is Laura O'Neill.
- Our Assistant SENDCo is Ann Durrant

### UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 1:** Everyone under the age of 18 has all the rights in the Convention

**ARTICLE 2:** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## **How will I know if nursery has any concerns about my child's development?**

Teacher or parent/carer has a concern about their child's development



Teacher, SENDCo/Assistant SENDCo and parent/carer meet to discuss concerns regarding child's development and set a review date



Extended period of monitoring to track child's progress



Teacher, SENDCo/Assistant SENDCo and parent/carer will meet to review the child's progress. Concerns are identified and targets relating to the child's specific area of need will form the basis of an Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan. These support plans are tailored to support the individual child's needs.



Extra adult one to one support may be needed. The SENDCo/Assistant SENDCo will discuss this with the child's parent/carer and gain parental consent for applying for extra funding for adult support.



Regular observations and other forms of progress monitoring will be discussed at regular reviews involving the child's teacher, SENDCo/Assistant SENDCo and parent/carer.



It may be identified that the child requires support from external agencies. These services include Paediatricians, Educational Psychologists (EP), Physical Difficulty Support Service (PDSS), Sensory Support Service (SSS), Speech and Language Therapists (SALT), Child Development Centre (CDC) and the Communication and Autism Team (CAT). Parental consent will be obtained if any external agencies are needed.



If it is felt that the child requires a higher level of support in Nursery, or for when they start Primary School, The SENDCo will discuss applying for an Education, Health Care Plan Assessment (EHCP) or a SPP (School Provision Plan).

It is important that parents are fully involved in their child's assessment process, we will endeavour to work in partnership with parents/carers in order for your child to have the best possible outcomes. The SENDCo/Assistant SENCo will ensure that if an Educational Health Care Plan is needed parents/carers are fully involved and have a voice.

### **UN CONVENTION ON THE RIGHTS OF THE CHILD**

**ARTICLE 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.

**ARTICLE 5:** Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

**ARTICLE 6:** Every child has a right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## How will the nursery day be made accessible to my child with SEN/D?

The school has been adapted to ensure accessibility for all pupils. Such adaptations include:

- Disabled toilet access facilities
- Changing facilities
- Our 'open plan' nursery environment layout allows for mobility and pupil access.
- Visual timetables
- Disability access ramps across the school.
- Specialist equipment such as chairs, standing frames and walkers (Obtained through the Child Development Centre if they are needed for the child during their nursery day)
- Quiet teaching spaces to support children's listening and attention skills
- Care plans are completed prior to starting nursery these involve all professionals, Teachers and Parent/Carer
- 'All About Me' profiles

## **How will the SENCo and Assistant SENCo ensure the necessary people know about my child's needs?**

Although each child has a designated teacher, your child will be taught by every member of staff.

The SENDCo/Assistant SENDCo liaises regularly with the whole staff team to share the targets set out in your child's Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan so that these targets are focused on by all members of staff during all nursery activities.

The staff team meet regularly to discuss children's progress and share strategies that they have found successful when working with children so that all staff are able to 'tune into' each child's individual learning style.



## **How will my child's views be included in decisions about their education?**

When your child starts nursery, our main priority is to build a positive relationship with them.

The better we know each child; their likes and dislikes, their strengths and areas of difficulty; the more effective our teaching will be.

This in-depth knowledge of your child will form the basis for the targets in your child's Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan.

Your child's teacher will talk to them about their learning and what their next steps are.

Our child-centred curriculum ensures that all children are involved in making decisions about what they will be learning about.

## **How will nursery ensure appropriate and effective teaching and learning for my child with SEN/D?**

We are committed to providing high quality teaching for all children and have robust systems in place to monitor the standards of teaching across the nursery.

Children are taught in whole group sessions (10-12 children), small group sessions (6-8 children) and one to one sessions, as appropriate.

The nursery follows the Early Years Foundation Stage Curriculum. However, we tailor the curriculum to meet the needs of each individual child. This may include the use of specialist resources and equipment.

We teach a range of specialist intervention groups to support specific areas of need. The focus for these groups are:

- Communication groups to support children with speech and language difficulties
- Nurture groups to promote children's emotional well being and social development
- Physical development groups to develop children's gross motor and fine motor skills
- Cognitive Development groups to scaffold children's cognitive skills

## **UN CONVENTION ON THE RIGHTS OF THE CHILD**

**ARTICLE 12:** Every child has the right to express their views, feeling and wishes in all matters affecting them, and to have their views considered and taken seriously.

**ARTICLE 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## **What resources are available to support my child's learning and development?**

We have a range of resources to support children's learning and development. These include:

- A Sensory Nest, which has a range of visual and sensory stimuli
- Sensory activities
- Cause and consequence toys
- Motion toys
- Sensory baskets
- Musical toys and instruments
- Smart boards with chunky pens
- Access to Early Communication groups-supporting children's targets
- Story sacks with visual and auditory props
- Story phones
- Visual time tables that are tailored to the needs of individual children

## **How are nursery educational visits, performances and special celebrations made accessible for my child with SEN/D?**

It is very important to us for all children to be included in all areas of nursery life.

Some children may find large social gatherings distressing. During such planned events, an alternative learning environment and additional support staff will be available for your child to access if necessary.

We carry out risk assessments linked to our trips and provide additional adult support to children where required.

## **What support is available if my child needs support with managing their behaviour or dealing with social situations?**

Our SENDCo and Assistant SENDCo are available for parents to talk to about any concerns they may have about their child's behaviour.

We incorporate personal, social and emotional development into all aspects of our teaching. We support children's understanding of social issues, such as empathy and respect, through our group time teaching sessions.

Social stories and puppets are used to support children with behavioural expectations and social situations.

Occasionally, a child may have complex behavioural difficulties. In these cases, our SENDCo/Assistant SENDCo will meet with parents/carers with their child's teacher to devise an Individual Behaviour Plan. After 4 to 6 weeks, another meeting will be arranged to discuss the child's progress and plan the next steps for support.

## **How do the Governing Body ensure that that children with SEN/D and their families are supported by the nursery?**

The Parent Governor who is responsible for SEN/D is Jade Fawns.

The SENDCo provides the Local Committee with attainment and progress monitoring data for all children at each Local Committee meeting, which take place every half term. This data includes specific information regarding children with SEN/D and they level of support that they are receiving.

Our SEN/D Governor conducts an annual interview with our SENCo to review the support that each of these children has received and the progress that they have made. The Governor then writes a report for the Local Committee Annual Report.

## **What should I do if I am unhappy with my child's care and provision?**

If you are unhappy with the provision and support that your child is receiving, please contact the SENDCo or Head Teacher and we will do everything we can to resolve the issue.

Our school and Local Committee take complaints seriously and will act upon these on an individual basis.



## **How will the nursery support transition both in the setting and onto other settings?**

We aim to make times of transition as easy as possible for the children in nursery.

When starting nursery we:

- Complete a full induction with parents/carers, where we complete information records, discuss your child and answer any questions you may have
- Organise a visiting session for you and your child to become familiar with the nursery environment and meet their teacher
- Follow an individualised settling in programme
- Liaise with your child's previous setting, if applicable

During the nursery day we:

- Follow a consistent routine each day so that the children know what will happen next
- Use visual timetables and 'now' and 'next' boards, where appropriate

• When moving to Primary School we:

- Invite the teachers and SENCo into nursery to see the child in nursery and talk to their teacher
- Provide a transition book with photographs of their new teachers and places in their new school

## **How will staff be trained to support the needs of my child?**

At Allens Croft, we invest heavily in the training of our staff. We know that in order for children to fulfil their potential, staff must have the knowledge and teaching strategies they need to support them.

Whenever possible, training regarding particular SEN/D or medical condition takes place during whole staff training days. These have included Autistic Spectrum Disorder, Early Communication Difficulties, asthma, allergies and EpiPen training.

If a child has a diagnosis of a condition, before they start nursery our SENCo / Assistant SENCo will arrange specific training regarding the condition. These training sessions are delivered by external agencies, who are experts in supporting children with this condition. These training sessions have included Spina Bifida, Hydrocephalus, Down's Syndrome, rare conditions, such as Aperts Syndrome

Our SENCo attends regular network meeting to ensure that the centre has the most up-to-date information regarding inclusion and to share good practice.

We have close links with our Child Development Centre. The multidisciplinary team provide ongoing advice to our staff team in order to develop their knowledge and teaching strategies.

## **UN CONVENTION ON THE RIGHTS OF THE CHILD**

**ARTICLE 8:** Every child has a right to an identity. Governments must respect and protect that right.

**ARTICLE 24:** Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health & well being, so that children stay healthy.

# UNICEF: We are a Rights Respecting School

- Allens Croft Nursery School aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.
- Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.
- Allens Croft Nursery School children will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

## UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 23:** A child with a disability has the right to live a full a decent life with dignity and as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**ARTICLE 28:** Every child has a right to an education.

**ARTICLE 29:** Education must develop every child's personality, talents and abilities to the full

**ARTICLE 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **Which support services are there to support parents who have a child with SEN/D?**

**Your child's health visitor is a good place to start if you have any concerns about your child's development.**

Special Educational Needs and Disability Information, Advise & Support – 0121 303 5004

Email: [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk)

SENAR - 0121 303 1888

CASS (Children's advice and Support Service) 0121 303 1888

Email: [cass@Birmingham.gcsx.gov.uk](mailto:cass@Birmingham.gcsx.gov.uk)

Communication Autism Team – 0121 675 5057

Email: [a2e@birmingham.gov.uk](mailto:a2e@birmingham.gov.uk)

Birmingham Children's Hospital

[www.bwc.nhs.uk](http://www.bwc.nhs.uk)

**For more information visit Birmingham Local Authority's Local Offer:**

**[www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer)**

## Which support services / Charities are there to support parents who have a child with SEN/D?

Autism West Midlands 0121 450 7575 [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)

IPSEA [www.ipsea.org.uk](http://www.ipsea.org.uk)

Downs Syndrome Association 02890 665 260 [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

Mencap [www.midlandmencap.org.uk](http://www.midlandmencap.org.uk)

SENSE [www.sense.org.uk](http://www.sense.org.uk)

Carers Association [www.carersuk.org](http://www.carersuk.org)

Cerebral Palsy Midlands [www.cpmids.org.uk](http://www.cpmids.org.uk)

Cerebra [www.cerebra.org.uk](http://www.cerebra.org.uk)

Spina Bifida & Hydrocephalus [www.shinecharity.org.uk](http://www.shinecharity.org.uk)

Birmingham Institute of the Deaf [www.bid.org.uk](http://www.bid.org.uk)

Birmingham Royal Institute for the Blind [www.brib.org.uk](http://www.brib.org.uk)

Kids Charity [www.kids.org.uk](http://www.kids.org.uk)

### UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 17:** Every child has a right reliable information from a variety of sources.

**ARTICLE 19:** Governments must do all they can to ensure that children are protected from violence, abuse, neglect and bad treatment.

## Useful Terms & Abbreviations

<b><u>ADD /ADHD</u></b>	Attention Deficit/Hyperactivity Disorder
<b><u>ASC/ASD</u></b>	Autistic Spectrum condition /Disorder
<b><u>CAMHS</u></b>	Child & Adolescent Mental health Services (Called FTW in Birmingham)
<b><u>CAt</u></b>	Communication & Autism Team
<b><u>CYP</u></b>	Child/Young Person
<b><u>DLD</u></b>	Developmental Language Disorder
<b><u>EHCP</u></b>	Education & Health Care Plan
<b><u>EP</u></b>	Educational Psychologist
<b><u>FTW</u></b>	Forward Thinking Birmingham
<b><u>GDD/GLD</u></b>	Global Developmental / Learning Delay
<b><u>IPSEA</u></b>	Independent & Parental Special Educational Advice Service
<b><u>LA</u></b>	Local Authority



## Useful Terms & Abbreviations

<b><u>OT</u></b>	Occupational Therapist
<b><u>PDSS</u></b>	Physical Disabilities Support Service
<b><u>PECs</u></b>	Picture Exchange System
<b><u>SALT/SLT</u></b>	Speech & Language Therapist
<b><u>SEN</u></b>	Special Educational Needs
<b><u>SENCo/SEND Co</u></b>	Special Educational Needs/ and Disabilities Coordinator
<b><u>SENDIASS</u></b>	Special Educational Needs & Disabilities Information Advice & Support Service
<b><u>SM</u></b>	Selective Mutism (formerly known as Elective Mutism)
<b><u>SPD</u></b>	Sensory Processing Disorder
<b><u>TA</u></b>	Teaching Assistant
<b><u>TAC</u></b>	Team Around the Child