

Madeley Nursery School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES

Information Report

September 2015

Context of report:

This report clarifies how we implement inclusive practice and procedures to support the children and families we work with. It has been written with regard to the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act (2010) they define inclusion as:

“A process of identifying, understanding and breaking down the barriers to participation and belonging”

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

‘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 him or her.’

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

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.

Statement of Principle:

Inclusion is fundamental to the ethos of our school in that we see the best possible provision for children with SEND within the best possible provision for all children. We are committed to providing an appropriate and high quality learning and care experience to all children at Madeley Nursery School. We believe that all children including those identified as having SEND have a common entitlement to an excellent broad and balanced curriculum and high quality of care which is accessible to them, and to be fully included in all aspects of school life.

Report Details:

- We make provision for children with different kinds of special needs and disabilities including; behaviour or ability to socialise with others, ability to understand things, low concentration levels, sensory impairments and physical needs or impairments.
- We have a special needs policy that sets out the procedures for the identification and assessment of pupils with special educational needs and for making provision for pupils with special educational needs whether or not pupils have Education Health Care (EHC) Plans , including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
- Helen Torr is the SEN co-ordinator.
- Staff have expertise in working with young children including those with special needs and disabilities. Staff attend training in relation to children and young people with special educational needs in:
 - a) speech and language development,
 - b) communication strategies, including picture symbols and Makaton,
 - c) sensory integration problems,
 - d) social stories
 - e) physical positioning and movement,
 - f) physical intervention,

g) and about how external specialist expertise will be secured.

- We access specialist equipment from specialist health professionals including occupational, physio and speech therapists or purchase it through school to support children with special educational needs and disabilities.
- We consult and involve parents of children with special educational needs in the education of their child through daily communication with their key worker and through regular half termly review meetings for their individual targets.
- The governing body has a policy for complaints from parents including parents of children with special educational needs and disabilities concerning the provision made at the school.
- We use the local authority Common Assessment Framework (CAF) and Team Around the Child (TAC) processes to engage health and social services agencies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting their families.
- The contact details of support services for the parents of pupils with special educational needs and disabilities:

a) Speech therapy: The Stepping Stones Centre

Brunel Road
Malinslee
Telford
TF3 2BF
Tel: 01952 567300

<https://www.shropscommunityhealth.nhs.uk/rte.asp?id=10071>

b) Occupational therapy: The Stepping Stones Centre

Brunel Road
Malinslee
Telford
TF3 2BF
Tel: 01952 567351
Email: OT4Kids@shropcom.nhs.uk

<http://www.shropscommunityhealth.nhs.uk/rte.asp?id=10110>

c) Physiotherapy: The Stepping Stones Centre

Malinslee
Tel: 01952 567300
Fax: 01952 567301

<http://www.shropscommunityhealth.nhs.uk/rte.asp?id=10085>

d) Autism support: Michelle Troth

Telford Autism Co-ordinator

Tel: 01952 567356

Email: Michelle.Troth@telford.gov.uk

Web: www.telford.gov.uk/autism

e) Information from the Local Authority: Telford and Wrekin Council
http://www.telford.gov.uk/site/scripts/google_results.aspx?q=SEND

- We support children with special educational needs through transfers between early years providers or into the next phase of education with visits, attendance at meetings and sharing information.
- The local authority's local offer for children with Special Educational Needs and Disabilities is published at. <http://www.telford.gov.uk/localoffer/>