



Broomhall Nursery School

# **Special Educational Needs and/or Disability Information Report**

**Broomhall Nursery School  
Last reviewed November 25**

## **SEND Information Report 2025/2026**

### **Our Ethos**

At Broomhall Nursery school, we aim to be a highly inclusive setting which strives to meet the individual needs of all children and their families. We work in partnership with children, families and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. We are committed to:

- promote and support the delivery of inclusion, particularly for vulnerable families
- lead and develop a 'working together' model across the sectors to achieve strong working relationships and consistency of high quality early learning
- develop consistency of assessment across the sectors to secure early identification of additional needs
- develop a model of moderation to secure consistently high quality accurate assessment and tracking processes across the sectors for children from birth years to 5 years
- develop an effective transition model with high quality information sharing that ensures children are ready for school and schools are ready for children
- develop high quality information sharing across the city, within localities and communities to meet the needs of all children and their families
- be at the forefront of the latest research, policy and practice and ensure that this is disseminated across the sectors

Broomhall Nursery School, caters for children with a wide range of Special Educational Needs and Disabilities (SEND) as defined by the SEND Code of Practice (2015).

These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The school's SEND policy and the arrangements for supporting pupils with SEND is regularly reviewed and updated to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, 2015.

We get to know each child and their family as they settle into and progress through the nursery. We can then work together to identify any needs, strengths and interests.

This means we can work in partnership to meet any needs by adapting our curriculum and supporting a child with extra interventions e.g. if a child has a delay in their communication development, learning or has delayed physical development, we can spend extra time with them as they play, encouraging these skills. We work closely with families to ensure continuity between home and nursery.

### **Identifying additional needs**

Concerns about how a child is developing and progressing may be raised by a child's parent, key adults in their group or by external professionals working with the child and family. We work with parental permission to support their child together. We follow the graduated approach to meeting children's needs, which includes the following cycle:

Asses – gathering information about how children are progressing  
Plan – making a plan for what we will do to support the child  
Do – putting the support in place  
Review – evaluating progress made and deciding on next steps

If a child then needs additional support to what is ordinarily available within their group, the school SENDCo (Special Educational Needs and/or Disability Co-ordinator), Liz Hodkin, will liaise with the family and staff to put a Support Plan in place to provide regular more targeted support.

Sometimes after reviewing progress together, we (the family and nursery staff) may then choose to seek advice from specialists outside the school such as Speech and Language Therapists or a Specialist Teacher (0-5 SEND team or ASCETS team) or a Physiotherapist. We only refer children to these specialist services with the full agreement of the family. There are a wide range of services that offer support in addition to those named above. Here of some of the main services we work with regularly

- NHS Speech and Language Therapy Services
- Health Visiting Service
- Community Paediatrics
- The 0-5 SEND team including the Portage Team
- The ASCETS team (Autism and Social Communication in Education team)
- Services for Deaf and Hearing Impaired Children (H I)
- Sheffield Vision Support Service (V I)
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Team (E P)
- Child and Adolescent Mental Health Services (CAMHS)
- Any other medical and specialist services as needed

Some children will start nursery with identified special educational needs and/or disabilities and specialist support in place. We work in close partnership with these services to ensure each child can achieve their full potential. At this point children will be placed on the school's SEND register.

### **Assessing and reviewing progress**

We make provision for children with special educational needs/disabilities at a range of levels of intervention.

- Some children may start nursery with a slight delay in one or more area of development and may have some extra support initially within the main group and routines of the session.

- Some children after receiving the above extra support, may not have made as much progress as we had hoped. We may then talk with parents about putting an Individual Education Plan (IEP) or Support Plan in place to focus more closely on helping them progress. At this point, they would be recorded as receiving enhanced intervention on our monitoring systems as having SEND. This is confidential information and is private to the parents and staff in the setting.
- Monitoring of the above supported children is continuous, and there is a termly review with parents and key setting staff to discuss their views on progress and make sure that children are making expected progress from this support. For some children with the more significant and complex needs, parents and staff may feel that requesting a statutory assessment of the individual needs of a child could be beneficial to inform the support that will be needed for the future, which may result in the child being issued with an Education, Health and Care Plan (EHCP). We collate information in an 'extended support plan' in order to make this request from the Local Education Authority SENDSARS team (Special Educational Needs and Disabilities Statutory Assessment and Review Service).

(a) how we evaluate the effectiveness of provision

- Ongoing monitoring of children's communication, speech and language development
- The use of observations and assessment systems, sometimes using documents such as the Locke and Beech profile
- Monitoring of attendance and behaviours
- Discussions with families and children where appropriate
- Feedback from practitioners, especially child's key person
- SENCo review of interventions
- Leadership meetings to monitor support and progress of all children with SEND
- Sharing information with governors about our SEND work

(b) how we assess and review the progress of children with special educational needs/disabilities;

- Termly reviews for families with the child's key person for all children (consultation sessions). Children's progress is analysed and group information is shared with all practitioners in order ensure we put the most effective strategies in place
- Children with SEND have a Support Plan or Extended Support Plan or an EHCP with individual targets. These are monitored and reviewed by practitioners, the SENDCo, family and the child where appropriate, at least termly
- Some children with more complex needs may need to have a Sheffield Support Grid level assigned to help evidence their needs, especially where a statutory assessment request is to be requested. This is the document used

by school and the Local Authority to plot out a child's needs and the provision in place to meet needs.

- Annual reviews, including multi- agency input, take place for children with an Education, Health and Care Plan (EHCP). This enables all professionals working with a child to provide feedback alongside family views and practitioner's assessment in order to determine progress towards targets and set next steps
- A small number of children may require closer monitoring and frequent reporting to families; this could be in the form of additional home/school sheets, telephone contact and emails as appropriate

(c) How we teach children with special educational needs/disabilities;

- Practitioners in each room are responsible for the progress of children with SEND in their class and therefore the reasonable adjustment / differentiation within class, in order that all needs in the class are met
- Practitioners work within their room teams to remove barriers to learning and enable pupils with SEND to access the curriculum and make progress
- External agencies working in nursery include: Speech and Language Therapists, Educational Psychology Service, the ASCETS team, the Visual Impairment Team, the Hearing Impairment Team, the 0-5 SEND team including Portage Service, Occupational Therapists, Physiotherapists and Early Help/Family Intervention Services
- Information about individual pupils with SEND is held electronically in a secure database on the school's network and some in folders, stored in a locked cabinet in an office locked at night. This information is accessible to the SENDCo and SLT and is regularly updated
- Children are taught in their nursery bases for the majority of the time unless they need a quiet space to concentrate and focus for short periods on targeted work
- The SENDCO supports the development of individual plans for children identified with SEND and advises on key strategies and how to develop these to support children and their families
- The staff team access training and development opportunities relating to SEND, specific needs / diagnosis and associated intervention strategies. Many staff have experience and skills gained over a number of years working to support children with a wide range of SEND needs.

(d) How we adapt the curriculum and learning environment for children with special educational needs/disabilities;

- Learning is planned to be experiential and utilise visual, auditory and kinaesthetic methods of learning with resources, including staffing, deployed as appropriate for children's needs
- The pace of learning is adjusted for some children and opportunities to practice new skills offered more frequently (overlearning)
- Use of visual support and sometimes assistive technology where appropriate

- The building is accessible on one floor or using a ramp/lift, with the use of a disabled toilet and there is a safety surface around the trim trail.
- Quiet spaces and sensory play opportunities and breaks can be made available

(e) We have additional support for learning, available to children with special educational needs/disabilities;

- Provision is allocated according to need and follows the 'Assess, Plan, Do and Review' process laid down in the revised Code of Practice 2014
- Where gaps or barriers to learning are identified and additional support is required, we individualise support as appropriate to the individual needs
- Further accessibility details are available in our accessibility plan.

SEND Specific interventions are used in Nursery to support children's development, some of these include:

- Targeted communication development groups
- Social stories
- Sensory activities
- Meet and greet / transition into session
- Bucket time
- Curiosity approach
- Gestalt language processing
- A variety of ways of using Visual support techniques

(f) Support that is available for improving the emotional and social development of children with special educational needs/disabilities.

We provide support for children to improve their emotional and social development in the following ways:

- Trauma Informed Schools approach
- Circle time activities and paired play opportunities with an adult supporting
- Personal, Social and Emotional Development activities
- Zones of Regulation (where appropriate)
- We have a strict anti-bullying policy. This can be found on our school website

Our SEND co-ordinator is Liz Hodkin

Tel: 0114 2721453

senco@brommhall.sheffield.sch.uk

Liz attends SENDCO Network meetings every term.

The SENDCo is able to make onward referrals for support to certain agencies eg. Speech and language therapy team and other specialist teaching teams and can help parents to request specialist assessments from medical professionals where they have concerns.

All members of staff working directly with children with additional needs will have, or will be supported to develop and enhance skills to meet the learning and cognition

needs or any other needs the child may have. Practitioners wishing to gain specialist skills and knowledge will be supported to do so.

### **Equipment and facilities**

Over the years we have built up a range of resources for children with additional needs. For children with specific difficulties (eg may need a specialist walking frame), specialist services eg the NHS Physio or O T staff may assess needs and provide particular equipment 'on loan'.

We will seek to provide equipment and facilities for pupils with SEND e.g. Sensory room, specialist toys or equipment for specialist group time sessions for children with SEND.

For children with more complex needs we can apply for some additional funding from the Early Years Intervention fund (EYIF) once we have assessed their needs and can supply evidence of need. This helps us to offer some additional support in sessions.

We can also make applications to the LA for Early Years High Needs SEND Funding and apply for DAF in order to buy equipment for the benefit of children with SEND.

### **Consultation with families of children with special educational needs/disabilities**

Partnership working with all families and agencies is a key priority at Broomhall nursery school. We value parents expert knowledge of their child and strive to involve them in the education of their child.

Broomhall operates an open door policy and actively encourages families to engage with the key person, class and wider school community.

Review documents are used by practitioners including a SEND review form detailing family and staff input as well as targets. We continually review the way in which SEND meetings take place in order to improve the quality and outcomes of family, child and practitioner reviews.

Families are routinely invited to:

- Termly family consultations and / or
- Termly SEND review meetings
- Annual Review meetings
- Further meetings on request / as required
- Transition meetings where required (see below)

We also invite parents into school regularly for focused parents meetings eg around school applications, transition, etc and for family learning workshops.

Children with SEND and/or other vulnerabilities will also receive extra transition support when moving rooms or going to another setting. This is to ensure families meet new practitioners and to share what has worked well and to provide continuity into the next class or setting.

Our arrangements for consulting children with special educational needs about, and involving them in, their education.

- Pupil voice and feedback is mainly accessed through careful observations of the child and discussions with their family.
- Where appropriate discussions with the child may also take place.

### **Complaints Procedure**

Arrangements are in place via the headteacher and the governing body relating to the treatment of complaints from families of children with special educational needs/disabilities concerning the provision made at the school.

- As per our open door policy families are encouraged to first speak with their child's key person.
- Alternatively, families are able to speak with our SENDCo or Headteacher as required.
- Families are also able to contact the school's Governing Body; contact details found on the school's website or through the office. The Nursery has a governor with a particular focus on SEND in the setting and who links with the SENDCo and headteacher in relation to development work around SEND. The governor supports and monitors SEND in the setting and conducts learning walks to observe practice.

### **Contact details of support services for the parents of children with special educational needs/disabilities, including those for arrangements made in accordance with clause 32.**

- The point of contact in school regarding SEND is the SENDCo, Liz Hodkin, [senco@broomhall.sheffield.sch.uk](mailto:senco@broomhall.sheffield.sch.uk)
- The school's "Local Offer", produced for prospective and existing families, is found on the Local Authority's website, Sheffield Directory <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/home.page>.
- Other contactable professionals in school: your child's key person, school's Designated Safeguarding Lead, Natalie Cullen, and the Headteacher, Nancy Farrow -(0114) 2721453
- Contact numbers for routine services are listed below
  - School's Local Authority Educational Psychologist (0114) 250 6800
  - 0-5 SEND team (including the Portage service) (0114) 273 6411
  - Early Help Services (accessed through Family Common Assessment Framework – 0114 2053635)

### **Arrangements for supporting children with special educational needs in transferring between phases of education. (Transition)**

- We welcome children into school through a series of visits for them and their families, tailored to their individual needs and circumstances. This gives them chance to settle and enables their key person to get to know them/their family and their routines and needs. Some children may need a longer, phased transition to help them feel safe and secure.

- Foundation Stage Transition: In the summer term, prior to moving to school a transition meeting will be organised with the new teacher and SENCo from the school the child is moving to and visits planned as needed according to the child/family's needs. Some of these may be supported by key people from nursery
- A similar process would take place if a child moves to another setting at any other point in the year.

### **Information on where the local authority's local offer is published**

To locate the Local Authority offer, follow

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/home.page>

If you wish to discuss your child's needs further, please contact one of the following:

- Your child's key person
- SENDCo: Liz Hodkin
- Headteacher: Nancy Farrow

Please call into the office to arrange this or contact us by phone or email.

Telephone: 0114 2721453

Email: [enquiries@broomhall.sheffield.sch.uk](mailto:enquiries@broomhall.sheffield.sch.uk)

For children with the most complex needs for whom an EHCP is being progressed, parents are able to access the Special Educational Needs and Disability Independent Advisory Support Service (SENDIASS), an independent parent / carer support service (see the Local Offer information).