



Broomhall Nursery School

Policy for the Provision for Special Educational Needs and Disabilities

Updated October 2025

At Broomhall Nursery School, we are committed to the inclusion of all children and their families. Provision for children with special educational needs and disabilities (SEND) is a matter for the school community. We have a long history of welcoming and supporting children and families with SEND and aim to provide high quality learning opportunities as appropriate to every child's individual needs.

Definition of Special Educational Needs

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Children must not be regarded as having a learning difficulty solely because the language in which they will be taught, Sector 312 Education Act 1996.

The Equality Act 2010 defines a disability as:

A physical or mental impairment which has long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purpose of this policy, this references pupils who:

- Have a significantly greater difficulty in learning than most others of a similar age
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings
- Special educational provision that is additional or different from that made generally for other children or young people of the same age by mainstream settings

Our aims

Children may have special educational needs either throughout or at some time during their school career. We aim to: -

- Enable every child to develop according to their own needs regardless of ability, race, gender or religion.
- Facilitate the early identification of children's needs and wherever possible, early intervention to support their progress.
- Offer a focus on inclusive practice and removing barriers to learning.
- Provide a high quality curriculum which allows for the individual development of each child, breaking the learning process into small steps when necessary.
- Involve families in all decisions relating to their child and recognise the vital role they play in supporting their child's learning.

- Seek the views of the child and take them into account whenever possible.
- Liaise with and draw upon the expertise of other professional agencies including health, education and care services to provide support.
- Support their emotional development and independence skills as part of the longer term pathway of preparation to adulthood.

Roles and responsibilities

The Executive Headteacher is responsible for the day to day management of all aspects of the school's work including provision for children with SEND.

The Governing Body is kept fully informed by the Executive Headteacher, the Special Needs Co-ordinator (SENCO) and the SEND Governor to ensure that the school meets its duties in relation to supporting pupils with SEND.

The SENCO has responsibility for the day to day operation of the SEND policy. It is the role of the SENCO and leadership team to: -

- Work collaboratively with the governing body to support the strategic development of SEND policy and provision at Broomhall.
- Ensure liaison with families and other professionals in respect of children with special educational needs
- Advise and support other practitioners within the setting in relation to a graduated approach to SEND
- Co-ordinate specific provision made to support individual pupils with SEND
- Ensure that relevant background information about individual children with special educational needs is collected, recorded and updated
- Support parents and children at times of transition to new providers and ensure that a smooth transition is planned
- Be a key point of contact for external support agencies in regards to SEND
- Be familiar with services provided as part of the Local Offer and work with professionals who are supporting families as part of an integrated approach
- Work with the headteacher and governors to ensure the school meets its responsibilities regarding reasonable adjustments and access arrangements

Teachers will be responsible for:

- Planning and reviewing support collaboratively for children with SEND, alongside parents / carers and using a graduated approach
- Setting high expectations for children and removing barriers to access the range of learning opportunities as appropriate
- Monitoring and reporting on the progress of the children in their group implementing strategies to identify and support vulnerable children with the support of the SENCo
- Being aware of the needs, outcomes sought and support required for any children with SEND they are working with.

The Governing Body, in co-operation with the Executive Headteacher Nancy Farrow, determines the school's general policy and approach to provision for children with SEND. The Governing Body also maintains a general oversight of the school's work.

Practitioners will be involved in the development and implementation of the SEND policy and be fully aware of procedures for identifying, assessing and making provision for children with special educational needs.

The governing body will work with practitioners to determine the setting's general policy and approach to children with SEND. (Standards and Framework Act 1998). The Governing Body has a named SEND Governor Julie Watson. The Governing Body, on at least an annual basis, consider and report on, the effectiveness of the school's work on behalf of children with special educational needs via the SEND information report.

Identifying SEND

Broomhall nursery school recognises that the early identification and provision of early intervention improves long term outcomes for children with SEND.

With the support of the SLT keyworkers will conduct regular progress assessments for all children. For pupils who are making 'less than expected progress', we will approach parents to discuss their views on their child's development. With their permission, we will consider some targeted additional support within the class, using the graduated approach.

We will closely monitor progress using the monitoring systems in the nursery and may also use some additional profiles with parental permission, to help us to develop this individualised support.

There are 4 broad areas of SEND as identified in the Code of Practice for Special Educational Needs and Disabilities (2015) and we review progress in these areas as identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

When a child has been identified with SEND, the nursery will employ a 4 stage cycle graduated approach. This involves:

- Assess – establishing the developmental needs of the child
- Plan – agree the interventions to be put in place and a timeline for review
- Do – work together around the strategies and support
- Review – discuss the progress made by the child and the impact of the interventions within the agreed timeline.

Review meetings with parents / carers will happen for children with SEND at least once each term.

Where children are agreed together not to have made the expected progress with the support in place and where it is agreed that higher levels of need are being identified, school can access the support of external professionals with parental permission.

For some children with the most significant and complex needs, a statutory assessment of their needs, undertaken by the Local Education Authority may be sought to explore ongoing / future support needs. A small number of these children may benefit from a more specialist placement alongside the provision stated in their Education, Health and Care plan (EHCP) where appropriate and in accordance with the families wishes.

EAL

Broomhall school community welcomes many children and families who speak a range of different languages and for whom English is often not the first language spoken in the home. We appreciate that having EAL is not equated to having additional learning needs.

For pupils making slower progress, it will not be assumed that their language status is the only reason, they may have SEND. Where there are concerns, nursery will assess across a range of areas of development and liaise with parents / carers to establish any underlying needs requiring additional support.

Families/Carers

At Broomhall, families are seen as partners in their child's education. For children with SEND we particularly acknowledge the knowledge and expertise that families have about their own children. The school works closely with families at all stages valuing their important contribution.

We feel that communication with families is vital. If families of children with SEND do not have English as a first language or have difficulty communicating, we will make every effort to ensure that an interpreter or signer is available.

Information is provided to families in the school's Family inductions, LEA leaflets and individual letters to families.

There are regular opportunities for parents / carers to liaise with staff informally and in termly parent consultations.

Sheffield has an independent parent partnership service, SENDIASS, which provides advice and information for families of children with SEND and which forms part of the Local Offer.

Admissions

Broomhall nursery school will ensure it meets its duties set under the DfE's 'School Admissions Code'.

We welcome children and families from across the city and the nursery does not discriminate against pupils with SEND and has due regard for the guidance in the SEND Code of Practice 2015.

All families are required to complete information forms about their child and family and we ask that families share a range of information including information about health needs, early

development and any additional professionals involved in supporting the child or family. This helps us to try and enable that we can support children with a range of needs across the sessions and balance the needs of the group.

We make individual settling in arrangement for each child and family, tailored to their needs. This is reviewed regularly with the family to enable their child to feel safe, settled and secure in their nursery sessions. Each child will have a key worker for the family to liaise with and who will build a bond with the child over their time in the setting.

As a nursery school Broomhall does not currently have any designated specialist provision or a *delegated SEND Budget*.

Children with SEND are supported by:

- Enabling children to transition well and become settled and feel part of the whole school community
- Offering a differentiated curriculum which is targeted to meet the needs of the individual child and based around their interests / motivators
- Working closely with parents / carers to support progress using the 4 stage cycle of assess, plan, do review once agreed
- Implementing a targeted plan where appropriate including specialist strategies and approaches to support any identified aspects of need
- Linking with external professionals and working in an integrated way to support children and families when required
- Accessing additional support funding streams for children with SEND including early years Inclusion funding (EYIF) and disability access funding (DAF) enabling an increased ratio of staffing to support children in their groups
- Enabling the training and development of staff in a range of SEND strategies and approaches

Provision for children with an EHCP

- Children with an existing EHCP will have at least a yearly review of the plan and meetings will be arranged and include external professionals as appropriate in addition to a cycle of termly reviews of their support plan with families. The SENCo will record the meeting and complete the Annual Review proforma with the information agreed by the group
- Encouraging ways to acknowledge the wishes of the child concerned in light of their age and understanding will always be a priority.
- Ensuring that opportunities are provided for discussion with families to discuss their child's progress, share information and decide future action.
- Planning, evaluating and implementing Individual Support Plans with regular reviews within prescribed time limits to assess their effectiveness and listen to the views of all involved.
- Deploying staff when appropriate to meet the needs of individual children.
- Planning for key transition points and individual transition needs with families and the receiving settings
- The Executive Headteacher/ SENCo will keep the Governing Body informed of the needs and requirements of children with special educational needs within the setting.

Transitions

Transition is a key time for all children and children with SEND and their families may need additional support with this. Many parents value the opportunity to discuss placements and are welcome to chat with us about visiting potential placements and what might be helpful to look for / ask on visiting. Once a placement is confirmed, we will support a smooth transition by:

- Encouraging the receiving setting to initially visit the child in our setting where they are secure and confident
- Arrange a transition review with parents and a representative from the new setting in their last term and make an individual plan for the child's transfer which may include additional visits, a transition book, a phased transition, a delayed start as appropriate to the child
- Encourage external support agencies to be involved in the monitoring and support for the transition term
- Prepare and share information about the child with parental permission and pass this information and all SEND records on to the receiving setting for the child's start

Links with Support Services and other agencies (securing equipment and facilities)

We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

Speech and Language Therapy service
Health Visitors
Vision Support Team
Hearing Impaired Team
0-5 SEND team
ASCETS team
Educational Psychology service
Ryegate Assessment Centre
Physiotherapy Services
Occupational Therapy
The Helena Team
Practitioners from other schools
FIS
LAC
Social Care

Use of data and recording

All information kept about individual children will be kept securely (and later disposed of within the recommended timescales) in accordance with the school's Records management policy and the Data Protection policy.

Complaints about SEN provision

The views of all families and stakeholders are taken seriously. There is a formal complaints procedure; further details of this can be found in the Nursery's Compliments and Complaints Policy.

The information in this SEND policy operates in conjunction with the following additional school policies:

- Admissions policy
- Equality policy
- Data protection policy
- Records management policy
- Supporting pupils with medical conditions policy
- Child protection and safeguarding policy
- Behaviour policy
- Complaints policy

For further information please contact our Special Educational Needs Co-ordinator, Liz Hodkin

Date revised policy implemented: October 2025

Review date: October 2027

This policy has regard to the legal requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015