



What kinds of Special Educational Needs do we provide for?

All children regardless of need are welcomed to apply for a place at Millfields Nursery School, as in line with our school admissions policy. If a place is available, then alongside parents, we will endeavour to meet the SEN needs of the child.

When children join Millfields Nursery already identified as having a Special Educational Need we work closely with the people already identified as having worked with the child. We use that information to jointly set targets and identify possible support strategies. We also work together to formulate a transition plan ready for when your child starts Millfields.

In situations where a child is looked after by the local authority and has SEN, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effect of any instability on their education is reduced to a minimum. We would expect that the child's allocated social worker, supported by the local authority management and resources, would do everything possible to minimise disruption to the child's education and act as if they were a good parent and make their decisions with this in mind

In exceptional circumstances where a nursery aged child already has an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference, and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name Millfields in a child's EHCP, the local authority will send the governing body a copy of the EHCP where they will make their final decision based upon the document
- In addition, the local authority must also seek the agreement of Millfields where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

The types of need children have can be one or a combination of the following:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

How do we identify individual Special Educational Needs?

When a child joins Millfields Nursery they will be assessed in line with the Early Years Foundation Stage. This is so we cater for their unique development and ensure they make progress from their individual starting points.

The assessments are made through observing your child in a variety of ways not only by the child's key worker but other staff members too. We observe how children interact with the environment, other children and other adults, how they cope with different times of the day, targeted work through small group time, their understanding of language and how they use language.

If we feel that a child is not making the progress we would have liked them to or we are concerned about their safety within the nursery, we will arrange a meeting with the child's parents/carers to discuss any of the concerns we may have. This open two way meeting is to try and identify the difficulty and any reasons why this is happening.

This meeting will have the child's key worker and the Nursery SENCo (Dawn Taylor). The parents/carers are invited to bring along someone for support..

How do we involve children and their parents/carers in identifying individual Special Educational Needs and planning to meet them?

We are a family orientated nursery where no decision is made without the discussion and consent of the family. We involve the family every step of the way. Children are encouraged to share in the celebration of each achievement and share feelings by using Makaton, emotion objects and pictures.

Parents are also the priority in booking the children's review meetings. Review meetings of the targets are held at least every six weeks up to a term, depending on the targets and the child. In this meeting we celebrate achievements and progress, and plan next steps.

I have concerns about my child, how can I let Millfields know and who can I talk to?

If your child's additional needs have not been already identified by our staff, then please feel free to discuss your concerns with your child's key worker, the SENCo (Dawn Taylor) or Head Teacher (Lynne Emery). We operate an open door policy at Millfields where you are welcome to discuss any issues you may have.

How do we assess and review progress so children stay on track to make at least good progress

If your child has been identified as having a Special Educational Need, then they will have an IEP. On this plan your child will be set a maximum of three targets. These targets will be personal to your child and their specific needs. Targets will be a collaboration between you the parent/carer, key worker and SENCo and any other agency that may be involved such as, speech and language and physiotherapy. When the targets have been set, you will have a copy so that you are able to support the targets at home. Also, at nursery we record children's progress towards the targets through observations and assessments. This evidence is then discussed at the next review where we decide if the targets have been achieved. The cycle begins again with setting new targets.

If after a cycle of targets being set that are consistently being achieved, and as a group we feel that your child no longer needs additional support, then your child can leave the SEN register it will then be monitored for a period of time. However, at any time your child can rejoin the register; this may not be at a Nursery but in future educational settings.

How do we evaluate the effectiveness of our provision for children with SEN?

As part of our cycle of monitoring at Millfields, we (the senior leadership team) observe the teaching of the key workers and support staff. We also monitor the planning of key workers which allows us to evaluate the effectiveness of our provision for all children at Millfields.

How do we use adults in Nursery to support children with Special Educational Needs or disabilities ?

All of the adults at Millfields nursery have received various Special Educational Needs training. The SENCo at Millfields ensures that all staff have the required training for their role within the nursery. Staff are deployed to suit the needs of the children at Millfields. In some specific situations children have received 1:1 support, some children have had 1:1 support for various times of the session. Adults support the children in various ways. This may be signing for the child, intimate care of the child, supporting the child so they can

access the curriculum, supporting a child so they remain safe or supporting a child to develop their physical development. The adult would support the individual needs of the child and receive any appropriate training.

How do we use specialist resources to support children with Special Educational Needs or disabilities?

At Millfields we are fortunate to have an open, airy and bright setting, set in beautiful grounds. The nursery is accessible to all with disabled parking at the front of the nursery. The nursery doors open wide to accommodate a wheelchair. Inside we have an accessible disabled toilet for adult use. In the nursery we have raised changing beds and a one level nursery floor. We have a sensory room which can be shut from the rest of the nursery allowing for complete calm and quiet. All areas have a Makaton timeline. We have appropriate resources and ensure that the resources are current and appropriate to the needs of our children. We feel that at Millfields, skilled adults are the best resource we could possibly have, therefore we move the adults to suit the needs of the children. If there is a specific resource we would need for your child, then we would contact the SEN team who endeavour to support our request.

How do we modify Early Years provision for children with Special Educational Needs or disabilities ?

Our curriculum is an individualised one. This means that we follow the assessment needs and interests of the children. At times this means that for some children this is too much for them to cope with. We then adapt the curriculum to suit their needs as best as possible. This may include time when your child works on their targets or specific sensory exercises that are best suited to their needs. All children are included in daily activities such as visits and trips, plays and celebrations. However there may be times when your child becomes uncomfortable with gatherings such as assemblies, during this time your child will engage in activities that are more suited to their needs. On a day to day basis all children are enabled to engage in activities and circle times with children who do not have SEN.

As part of our provision we offer a nurture group. This group offers support for improving emotional and social development. During this time circle time activities are played and it gives children the opportunities to share their feelings and concerns.

What extra support do we use to help us support children with Special Educational Needs and how we work together collaboratively

As mentioned previously all of the adults at Millfields nursery have received various Special Educational Needs training. The SENCo at Millfields ensures that all staff have the required training for their role within the nursery. Alongside this we work very closely with Walsall Early Years SEN team, the Educational Psychologist, Speech and Language and other specialised teams such as Teachers for the Deaf and Physiotherapists. These professional bodies are involved with the target setting and reviewing. They offer support to not only staff but to our families too.

How do we support children and their families with transitioning into Nursery, and what happens when the time comes to leave us?

Every child, before joining Millfields receives a home visit. This home visit is conducted by two members of staff, one of which will be your child's key worker. At this visit, the purpose is to meet your child in their own home. This gives the child confidence and enables them to recognise their key worker from day one. The visit also gives you the opportunity to discuss any concerns or worries you may have. Your key worker will have some questions for you which centre on getting to know your child better. You will be given a series of dates. These dates include a visit for you and your child to visit together, a date for your child to visit for an hour unaccompanied, and then a start date. The start date depending on the needs of your child may be initially for an hour building up to the three hours. Three hours in the life of a three year old is a long one! Some children need support in building up to this length of time.

Your child's time at Millfields, unfortunately, will fly by! Before long you will be getting ready for full time school! This can be a daunting time, not only for your child but for you too. At Millfields we support the family with this important transition. We arrange visits, where possible to the next school, we invite teachers into nursery to meet the children, we have open evenings for the teachers to look at children's learning journeys and discuss individual children's needs. As part of the transition process we invite the new school teacher or SENCo to the last review meeting. This is a very useful meeting as existing people working with your child can meet with the new people who will be working with your child. This is the perfect time to create the transition plan. The transition plan is a document which sets out all the details which will help your child settle into their new setting. Once your child has moved onto their new setting, we arrange follow up meetings with the school to see how they have settled.

How additional funding works Where parents can get extra support

Sometimes it is possible for the nursery to receive additional funding. This funding can be used to buy additional support for your child. This process involves collating evidence that your child requires above and beyond the level of support of any other child requires in

nursery. This information is then passed onto the local authority who make this decision. Your SENCo (Dawn Taylor) can give you further details.

What parents/carers can do if they are not satisfied with a decision or what is happening?

In the unlikely event that you would be dissatisfied with an outcome or decision, made by the SENCo (Dawn Taylor) regarding your child at Millfields, then please contact our head Teacher Lynne Emery or our Chair of Governor's - Eleanor Boycott.

If you are still unhappy then contact Walsall Authority SEN Team 01922 652800

Further information and support

Information, Advice and Support Service (SENDIASS) is a statutory service provided by Walsall Council for parents and carers of children between 2 - 19 years who have or may have a special educational needs. They provide free confidential information, advice and guidance in relation to special educational needs. Contact details:

Telephone - 01922 612008

Email – walsallsendiass@family-action.org

Or visit the website

www.walsall-sendiass.org.uk

Together we play, learn and achieve together

At Millfields every child is valued, nurtured and cherished.

We pride ourselves on being a family orientated nursery where we take those precious first steps into the world of early years education together.

We look forward to making many special memories together.

February 2022

