Supporting a family and staff with a child who has SEND

St Edmund’s Nursery School and Children’s Centre

Bradford

Background details to the practice

St Edmund’s is an outstanding Nursery School, Children’s Centre and Child Care provider in the centre of Bradford catering for with a wide range of complex and significant special educational needs and disabilities (SEND). The families attending the centre and school speak centre also in access of families speaking. Eighteen different languages are spoken by the families attending the provision.

About the practice

In January 2013, Aamir and his mother attended St Edmund’s Stay and Play sessions set up for children and families with SEND. This session is run by a qualified practitioner. The school SENCO spent time in these sessions getting to get to know Aamir and his mum and from this time together was able to become aware of his needs. From these interactions the SENCO was able to start offering sign posts to external services, such as the Visually Impaired (VI) team, which she felt would benefit Aamir. The (VI) team ran sessions from the sensory room at lunchtime so mum and Aamir were able to access this service in the children’s centre.

Through time spent at St Edmunds and attending sessions Aamir’s mum was able to build a relationship with the staff and gain trust and confidence in them. This enabled her to feel sufficiently confident that the staff would be able to support and care for Aamir and so she applied for a childcare place in the baby room for 3 mornings a week.

In order to meet his complex needs the SENCO arranged for the Multi-sensory team to visit, support and train staff in the baby room to ensure that they were able to support Aamir’s needs in the best possible way. A resonance board, a thin, flexible sheet of wood that gives tactile and auditory feedback whenever the child moves, was made for Aamir by the Site manager and this was used in the sensory room on a regular basis.

Aamir had a gastric tube fitted and again, SENCO arranged for the staff to be trained by the outreach metabolic nurses for his feeds that took place in the mornings whilst he was in their care.

Whilst he was accessing childcare in the baby room the SENCO applied to the Early Years Inclusion panel for funding for a dedicated staff member to work one to one with him.

In December 2013, Aamir was successful in achieving a place at Chellow Heights Special school and the staff and the SENCO made sure that transition was as smooth as it could be by working with staff at his new school.

The centre said goodbye to Aamir and his family in January 2014.
### Evidence and evaluation of difference to children and families

The family were able to access the correct services for Aamir’s needs due to the SENCO’s work e.g. Multi-Sensory Team / VI team.

The SENCO made sure that all the staff that interacted with Aamir had appropriate training and resources in order to cater for his needs.

Due to the training of the staff they were able to interact with Aamir and he could respond to the external stimulus that the staff provided.

Aamir was able to continue with us in child care even with his Gastric feeding system, due to the training and dedication to inclusion of staff team.

SENCO and staff ran a successfully transition for the family into Special School. The family were happy with the decisions that the SENCO and staff made in relation to Aamir’s care.

**For more information**

http://stedmundsnscc.com/