

Garretts Green Nursery School & Enhanced Provision



Our Local Offer SEND Information Report

We are an inclusive nursery and support the needs of all children, including those with Special Educational Needs and Disabilities.

UN Convention on the Rights of the Child:

Article 23: *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families*

What can I expect from Garretts Green Nursery School & Enhanced Provision if my child has Special Educational Needs or a Disability?

Open and honest
communication

Appropriate and effective
teaching and learning

A Partnership Approach

We are an inclusive nursery and we support the needs of all children, including those with Special Educational Needs and Disabilities.

Such needs include:

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

The areas of need listed above are as stated within the Special Educational Needs and Disability Code of Practice 0-25 (2015) which can be found by using the following link:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Our child-centered curriculum ensures that all children are motivated to actively engage in their learning.

All children in nursery have support through differentiation and our child centered curriculum. This means that activities are planned according to the level that the child is working at. This can include a variety of adaptations including, changes to physical environment, use of resources, changes to teaching styles as well as levels of adult support.

Equal Opportunities

The school has its own equal opportunities policy and the principles are incorporated into all aspects of our curriculum, staff training and school policies. We value all children equally and strive to create an open learning environment for all children, where they have the opportunity to share, explore and celebrate a rich variety of cultural diversity, free of prejudice and discrimination.



Definition of Special Educational Needs.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a)** Have a significantly greater difficulty in learning than the majority of children of the same age
- b)** 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
- c)** Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(SEND Code of Practice 1:3)

UN Convention on the Rights of the Child:

ARTICLE 1: *Everyone under the age of 18 has all the rights in the Convention*

ARTICLE 2: *The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities and any other status, whatever they think or say, whatever their family background.*



Our team are here to help.

Every child has a key worker who will support them and ensure their individual needs are met.
You will have the opportunity to speak to your child's key worker daily.

Below are the team that support the children who have special educational needs
and/or a disability.



Claire Henebury (DSL)
Head Teacher/SENCo



Alison Harris (DSL)
Inclusion Manager/SENCo



Sam Richardson (DSL)
HLTA/Resource Base Lead



Rob Jones
Send Governor

If you have concerns about your child's learning or development, you may wish to talk to a member of our inclusion team.

We operate an 'open door policy' so we are always available to support you.

Contact details: 0121 675 2284 or
enquiry@garretts.bham.sch.uk

All of the staff at Garretts Green Nursery School have received training to support children with a range of needs.

Your child's keyworker is able to answer many questions, provide support and identify pathways with parents.

The Inclusion Manager and Send team will work with parents and keyworkers as a team.



What should I do if I have concerns about my child?

What will happen if the Nursery have concerns about my child?

If you have any concerns speak to your child's keyworker, or make an appointment to see a member of our SEND team. Our Inclusion Manager is Alison Harris and SENCo is Claire Henebury. If we have any concerns we will speak to you as soon as possible.



Our Inclusion Manager, SENCo and Keyworkers will assess and monitor your child's needs through a range of strategies.



Once your child's individual needs have been identified, our Inclusion Manager may need to contact specialised services – these can include Speech and Language Therapists, the Communication Autism team, an Education Psychologist or apply for additional funding.

We will always ask for your permission first as it is important we work together.



The Inclusion Manager/Senco and the nursery team will monitor your child's progress. Concerns are identified and targets relating to your child's specific area of need will form the basis of either Early Support and SEN Support Plan, Individual Behaviour Plan or Send Support Provision Plan. You will be kept fully informed of all the support your child is receiving and you will be involved at every stage of the process.



Together with the SEND team and any specialised services, you will contribute to agreeing targets that will support your child's needs. After a period of intervention some children may need an Education, Health and Care Plan, this will be discussed with you and a Team Around the Child meeting is arranged.



Appropriate and effective personalised teaching and learning.

At Garretts Green Nursery School & Enhanced Provision we are committed to supporting every child.

To ensure we can do this effectively our team members attend a wide range of training and regularly seek advice from outside agencies and professionals in other settings.

The training that the nursery team receive is based on the individual needs of the children who attend.

The Inclusion Manager/SENCo, with the support of the Headteacher and Governors, ensures that training is up to date and is appropriate.

We have educators trained to use Wellcomm and Makaton to support communication; Attention Birmingham to support Listening and Attention skills and various medical needs training.



How does the Nursery provide appropriate teaching and learning for children with SEND?

At Garretts Green Nursery School & Enhanced Provision, we follow the Early Years Foundation Curriculum, but learning opportunities are planned to meet the needs of the individual children who attend.

Our children are supported in their classrooms through our child centred curriculum and differentiation. We offer a wide range of high quality learning opportunities and experiences accessing all areas of the EYFS.

Individual children's needs are assessed and effective and appropriate provision is facilitated.

The team work together to assess progress and plan further interventions.

We have additional access to a specialised teaching and learning environment for up to 6 children with an Autism diagnosis or complex and significant social interaction needs.

Access to this provision is funded through a range of funding streams such as; Inclusion Support for Early Years (ISEY), Send Support Provision Plan funding (SSPP) and Top Up Funding through a finalised Education and Health Care Plan.

Children are able to attend nursery either morning session or afternoon sessions for up to 3 hours, or all day as appropriate/entitled.

Our nursery staff, who support the children throughout their sessions, use a range of specialist teaching strategies such

as:

- PECS training
- AET Tier 1 and 2/ 3
- Makaton level 1 and 2
- BSL
- Total Communication Approaches
- Visual Aids, Objects of Reference, Sensory Cues and individual timetables
- Soft Play/Sensory Physical Space
- Communicate and Print
- Attention Birmingham
- Sensory Circuits
- Nurture groups
- Concept Cat

How does the nursery support emotional and social development of children?

The personal, social and emotional development of all children is weaved into all aspects of the curriculum. Children are taught to respect and value others, they learn about empathy and compassion through teacher led group sessions, our continuing work on the rights of the child and during child initiated free flow play.

What support is available if my child needs support with managing behaviour or dealing with social situations?

Our SEND team are available for parents to talk to about any concerns regarding managing behaviour and will support children and parents should any concerns about behaviour or PSE skills arise. The Nursery will seek to gain advice from family services or an Educational Psychologist where needed.



How does the Nursery identify and assess Special Educational Needs?

Step 1 - Gather information from Parents/Carers

Home Visits/Stay and Play at Nursery/ All about Me/ 1 page profiles/ setting to setting transitions

Step 2 - Develop our knowledge of the children and use school based assessment tools

WellComm, PiC & Baseline Assessments (EYFs)

Step 3 - Teaching and Learning and Targeted Intervention

Continuous Provision – independent play, educator supported, visual timetables.

Targeted Support – all keyworkers have photo cards, communication boards, individual communication systems for children.

Who can help us?

SENCO
Family Support Workers
Educational Psychologist
Communication Autism Team
Pupil & School Support
Health Visitor
Occupational, Speech or Physio Therapy
Sensory Support Teams

This advice and support is accessed at each step

“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”

Loris Malaguzzi.



Graduated Response.

The **Graduated Approach** has **Four Stages** of action:

- 1. Assess** - Our Assessments are:
 - EYFS Baseline
 - WellComm/PiC profile
 - Tapestry – online Learning Journey
 - initial observations & conversations
- 2. Plan** - This happens daily and weekly, in whole staff meetings
- 3. Do** - In a variety of ways daily
- 4. Review** - We monitor every over a 6 week period.
After this, a decision will be made whether a child needs an Early Support Plan or SEND Support Provision Plan, referrals may be made to relevant professionals for advice.
This cycle will repeat termly and gain contributions from you, your child, staff and professionals.

Children's Views:

You child's views about their education are important to us.
Your child's key worker will maximise every opportunity to talk with and listen to your child about what they are learning and what their next steps are to be.
Your child will be involved in making decisions about what they will be learning about

UN Convention on the Rights of the Child

ARTICLE 12: Every child has the right to express their views, feeling and wishes in all matters affecting them, have their views considered and taken seriously.

ARTICLE 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law



Parents as Partners.

It is important that parents are fully involved in their child's assessment process. We will work in partnership with you to support your child to have the best possible outcomes. The SENCo/Inclusion Manager will ensure that if an Early Support Plan, an SSPP or an Educational Health Care Plan is needed parents/ carers will be fully involved and have a voice.

You will be invited to meet with the Inclusion Manager/SENCO at least termly to review your child's progress, but informal discussions can happen at any point.

If you have any concerns or want any advice, speak to your child's key worker, Inclusion Manger/SENCo.

If for any reason they are not available, you can make an appointment at the reception desk. You will be asked to contribute to your child's support plan and one-page profile by sharing information about your child.

The SENCo/Inclusion Manager will communicate with you regularly to make sure you have all the information you need and that you understand how the nursery school are supporting your child.

You will always be informed if a representative from an outside agency will be observing your child.

UN Convention on the Rights of the Child

ARTICLE 3: *The best interests of the child must be a top priority in all decisions and actions that affect children*

ARTICLE 4: *Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.*



How do the Governing Body ensure that children with SEND and their families are supported well by the Nursery?

The Governor with responsibility for SEN/D at Garretts Green Nursery School & Enhanced Provision is Rob Jones.

He carries out learning walks in the Nursery to see how children with Special Educational Needs and Disabilities learn and play.

The SENCo and Inclusion Manager report to the Governing Body regarding the progress and attainment of all children at least termly.

This includes specific information about the children with SEND.

Our SEND Governor meets formally with the SENCo and Inclusion Manager regularly to conduct a review of SEND provision, to discuss the progress children have made and the support that has been provided. The Governor then reports his findings to the Local Governing Board.

How does the school evaluate the provision for children with Special Educational Needs and Disabilities?

The senior management team monitor all children's progress and attainment at regular periods throughout the academic year.

The SENCo and Inclusion Manager focus specifically on how the children with SEND have achieved.

This information is used to analyse the provision in place and discuss what has worked well and how we can improve outcomes further. The senior management team carry out observations and learning walks of staff and the environment throughout the year, which include how children with SEND are being taught and how they are using and accessing the learning environment.

We listen to parents and children; through informal conversations, review meetings and questionnaires we hear how parents and children feel about the provision.



A Partnership Approach.

Garretts Green Nursery School & Enhanced Provision works with outside agencies who can provide a specialised service to ensure every child has their needs met. We will always talk to you if we feel that your child needs support from an outside agency and we will ask for your permission to involve them.

Health Visitor/GP's/School Nurse

Support for children with development checks, medical needs, including where medication is prescribed/required.
<https://bhamforwardsteps.co.uk/>

Family Support Team

We have access to connect you with Family Support Services
<https://bhamforwardsteps.co.uk/services/?postcode=+b262jl>

Children's Services

We are able to liaise and seek advice from Safeguarding colleagues
https://www.birmingham.gov.uk/info/20019/children_young_people_and_families

Educational Psychologist (EP)

Support children who have social, mental or emotional needs, or other complex needs.
https://www.localofferbirmingham.co.uk/send_support_services_menu/educational-psychology-service/

Communication & Autism Team (CAT)

Support children who are being assessed for, or already have, a diagnosis of Autism or social, communication difficulties.
<https://accesstoeducation.birmingham.gov.uk/communication-autism-team/>

Pupil and School Support (PSS)

Support children, or young people who are being assessed for, or already have, a diagnosis of Autism or social, communication difficulties.
<https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/>

Occupational Therapy (OT)

Support for children with physical/sensory issues which impact on their levels of independence and self care.
<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-occupational-therapy-service/>

Speech & Language Therapy (SALT)

Support for children with Speech and Language needs or Feeding and Swallowing difficulties.
<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-slt/>

Physio Therapy (PT)

Support for children with delay in gross motor skills, abnormal muscle tone and/or patterns of movement
<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-physiotherapy-service/>

SENAR – Principal Officer (PO)

If your child has an Education and Health Care Plan (EHC) we will work closely with your Principal/Case Officer.

Other teams may include:

Community Nurses, Paediatricians, Sensory Support, Physical Disability Service(PDSS), Dieticians



How we support and prepare your child with Special Educational Needs for transitions.

'Preparing for Adulthood' is an exciting time for children as they develop skills for life and begin transition onto the next stage of their lives, but for families it can be a difficult and confusing time. We aim to make this process as informative and smooth as possible.

At Garretts Green Nursery School & Enhanced Provision we have high aspirations for all our children.

Throughout their school journey we work with families and professionals to ensure that they are challenged and supported to go on to live fulfilling lives that support the Preparing for Adulthood outcomes and aim to make such times of early transition as easy as possible for the children in Nursery.

When starting at our Nursery we:

- Invite parents/carers to visit the nursery with their child for an induction meeting.
- Complete a home visit to meet the child and their family
- We individualise the 'settling in' process based on children's individual needs.
- Hold discussions with staff from previous settings
- Read any relevant reports
- Provide induction afternoons in July

During the day we:

- We use visual timetables throughout the nursery to ensure children know what is happening next, we also use communication boards where appropriate
- Talk about changes to the day
- We follow a regular routine every day.
- We may use photographs from home to comfort children during the settling in period.
- Use a 'now' and 'next' board if necessary

When moving to a Primary School we:

- We will support you to choose the right school: <https://www.localofferbirmingham.co.uk/education/>
- Invite the SENCO and key staff from the school into Nursery
- Talk to the key staff at the new school about things that will help your child to learn and be happy at school
- Arrange extra visits to the new school with a member of staff from our school
- 'Moving on' becomes a focus for learning during the summer term, so we will talk to children about their new school and use books
- Provide photographs of their new school



What people say about us.

- *"It's a fantastic and inclusive nursery and my child has done really well here, far exceeding my expectations of how she would do."*
- *"An absolutely amazing team working with children with SEND and limited understanding."*
- *"A superb team, they have helped my son make great progress."*
- *"My child's speech, language and social skills have flourished. Staff have been so supportive in meeting her needs."*
- *"I can see a huge difference in my child since starting."*
- *"Garretts Green Nursery is the perfect setting for any young child to start their life in education."*
- *"Staff are understanding and helpful. Could not have asked for more. My child's needs have been met above and beyond."*
- *"An amazing nursery!"*

(Summer SEND parent questionnaire:2023)

Concerns or Complaints

If you have any concerns about the support your child is receiving please speak to the SENCo, Inclusion Manager or the Head Teacher, we will listen to your concerns and do all we can to resolve any issues. The School and our Governing Body take complaints seriously, they are acted upon on an individual basis.

Please see our complaints procedure for further information, this is available on the school's website

[Key Policies – Garretts Green](#) paper copies are available from the school office.



How can I find out further information on what Birmingham Local Authority can offer to help?

Birmingham Local Offer

[Local Offer Birmingham | SEND Advice, support and Information](#)

<https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pageId=3859&lockLA=True>

SEN Code of Practice

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

EHC pathway

[Education, Health and Care Plans | Local Offer Birmingham](#)

Parent Support

[What is SENDIASS? | Local Offer Birmingham](#)



Further information, advice and support.

- Autism West Midlands 0121 450 7575 www.autismwestmidlands.org.uk
- Birmingham Institute of the Deaf www.bid.org.uk
- Birmingham Royal Institute for the Blind www.brib.org.uk
- Birmingham Forward Steps <https://bhamforwardsteps.co.uk/health-visiting/>
- Council for Disabled Children <https://councilfordisabledchildren.org.uk/>
- Carers Association www.carersuk.org
- Cerebral Palsy Midlands www.cpmids.org.uk
- Cerebra www.cerebra.org.uk
- Dens of Equality <http://densofequality.org/>
- Disability Living Allowance <https://www.gov.uk/disability-living-allowance-children>
- Downs Syndrome Association 02890 665 260 www.downs-syndrome.org.uk
- Family Fund <https://www.familyfund.org.uk>
- IPSEA www.ipsea.org.uk
- Kids Charity www.kids.org.uk
- Mencap www.midlandmencap.org.uk
- National Autistic Society www.autism.org.uk
- Spina Bifida & Hydrocephalus www.shinecharity.org.uk
- SENSE www.sense.org.uk
- The Communication Trust <https://www.thecommunicationtrust.org.uk/>

