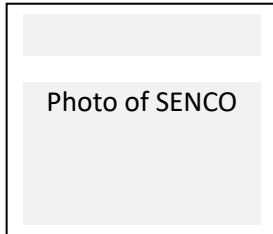


Brearley Nursery School

Special Educational Needs School Information Report

Welcome

Welcome to Brearley Nursery School's Special Educational Needs information report.



My name is Yewande Lawal. I am the SENCO at Brearley Nursery School. My role is to work with children, parents, school staff and the school's leaders to do everything we can to support children with Special Educational Needs and Disabilities (SEND).

SEND Information Report

The information on this page is to tell you about how the staff at Brearley Nursery work to support children with additional or different needs. You can click the questions below to find out how we do this:

1. Who can I contact about Special Educational Needs at Brearley Nursery School?

Mrs Yewande Lawal is the Special Educational Needs Co-ordinator (SENCO) and has day-to-day responsibility for reviewing our SEN policy and arranges specific provision made to support individual pupils with SEN, including those who have Education, Health and Care plans.

Miss Faith Bloise is the SENCO Support Worker she has responsibility for working with pupils who have complex needs and supports school staff with the inclusion of pupils who have moderate needs.

You can make an appointment to see either Mrs Yewande Lawal or Miss Faith Bloise by speaking to the school office or you can send an email at:

y.lawal@brearley.bham.sch.uk

f.bloise@brearley.bham.sch.uk

2. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

| Types of need and what that could look like | Examples of support in our school | How we check it is working. |
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| <p>Cognition and Learning</p> <p>Some children find learning more difficult than others. They may need:</p> <p>More time to learn new things and to show their understanding and explore the environment and resources;</p> <p>For information to be modelled by adults and additional repetition of information, play and words;</p> <p>For new learning to be repeated and opportunities given for overlearning and experiencing through play.</p> | <p>We use the Early Years Support Plan to set targets for children based on their needs.</p> <p>We have nursery officers who are trained to:</p> <p>Support in class, using PECS, visual cards, picture cards, Makaton, modelling of tasks and words.</p> <p>Take children within the class to help with things they are finding difficult to learn.</p> <p>We have support from specialist teachers and outside agencies to support children with learning needs.</p> | <p>We review Early Years Support Plans regularly and when needed</p> <p>Nursery staff meet regularly to talk about every child's progress and how to support them with their learning needs.</p> <p>We use a whole school assessment system to look at data which tells us who needs help.</p> <p>We talk to parents, children and agencies regularly to review the progress children are making.</p> |
| <p>Communication and Interaction</p> <p>Some children need help to develop their communication skills and learn how to interact with other people. They may need:</p> <p>Help with their expressive and</p> | <p>We use Speech and Language Therapy Services to help children with language needs</p> <p>We help children when things change by using picture</p> | <p>We review speech, language and communication targets regularly</p> <p>Nursery staff talk to each other about the</p> |

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| <p>receptive use of language skills;</p> <p>Help to understand what others mean when they are talking;</p> <p>Help to follow simple instructions and cues within the nursery environment;</p> <p>Help to respond to their name and other key information</p> <p>Help to develop social skills;</p> <p>Help to deal with transition</p> <p>Help to feel ok about times when things change.</p> <p>Help to deal with things in the environment that are new, like unusual smells and sounds;</p> | <p>cards, objects of reference, choice of two objects or words, visual timetables, Makaton, keyring cards, Now and Then followed by Now and Next boards.</p> <p>We work with the Communication / Autism Team (CAT) to help children who learn in different ways</p> <p>We use WellComm, Nurture and Thrive to support children with communication and interaction needs.</p> <p>Pupils are supported in the Purple (inclusion) room, with a smaller number of pupils to allow for additional adult support.</p> <p>We provide training called talking tips for the parents to support language development of their children</p> | <p>progress children are making</p> <p>The SENCO and the Nursery staff look at what is being provided and how it's working</p> <p>We use observations to gain the children's voice and gain parents voice to feed into reviews.</p> <p>The Educational Psychologist (EP), SALT, Pupil School Support (PSS) and CAT support with assessment and reviews.</p> <p>Transition of pupils from the Purple (inclusion) room back into the main classroom</p> |
| <p>Social, emotional and mental health difficulties</p> <p>Some children find it hard to manage their feelings and behaviour. They made need help to:</p> | <p>We get advice from Educational Psychology, working with children who have social, emotional and mental health needs.</p> <p>Our SENCO is a Thrive</p> | <p>Everyone at nursery takes responsibility to nurture and support children with Social, Emotional and Mental Health needs. This is</p> |

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| <p>Settle into the school environment</p> <p>Manage, understand and express how they are feeling</p> <p>Make friends</p> <p>Keep themselves and others safe</p> <p>Listen and follow instructions</p> | <p>Practitioner who is trained to support children with managing emotional needs, as well as to support staff with responding to the emotional needs of the children</p> <p>Our nursery uses Team Teach to safely support children who are learning to manage their emotions.</p> <p>Our nursery staff support children and families in a wide variety of ways.</p> <p>We deliver Thrive training to parents to support emotional needs at home as well as in nursery.</p> <p>We have a no exclusion policy at nursery and we work with parents and other professionals to support their child's emotional and mental health needs.</p> <p>We sometimes provide tailored timetables for individual children.</p> | <p>embedded within our practice.</p> <p>Everyone is aware of their responsibility to support, monitor and liaise with the SENCO to plan for the needs of individual children.</p> <p>Pupil Progress Meetings includes time to discuss how children are developing, including their social and emotional skills.</p> |
| <p>Sensory and/or physical needs</p> <p>Some children have a disability which can mean that accessing the school building and the curriculum can be more</p> | <p>Our school is made to be as accessible as possible so that children don't need to tackle stairs or other obstacles, we</p> | <p>We carry out risk assessments and reviews of children's</p> |

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| <p>challenging. They may need:</p> <p>Help with their hearing or vision;</p> <p>Help getting around the building</p> <p>Help with their specialist equipment such as specialised chairs, hearing loops, CCTV monitors, wheelchairs, feeding and special medical equipment, medication, other walking aids etc.</p> <p>Help with fine and gross motor skills such as manipulating play-dough or threading, pedalling a bike and using hand held tools such as paintbrushes and pencils.</p> <p>Help if they have more than one physical disability or medical needs that need a trained person to support with.</p> | <p>have a lift if it is required.</p> <p>We have made our nursery as safe as possible by adding pegs, rails, disabled facilities (including toilets and changing rooms).</p> <p>We have access to specialised medical and PE equipment for those children who need it through our Occupational Therapist (OT), Physical Difficulties Support Service Team (PDSS) and the NHS for more specialist medical training.</p> <p>Staff receive a yearly medical needs training.</p> <p>We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments.</p> <p>We work with Occupational Therapy and other agencies who give advice.</p> <p>We provide Oral Health Sessions, to support parents with children who find brushing teeth difficult.</p> <p>We run a 'Hidden Sugars'</p> | <p>needs regularly.</p> <p>We ask outside agencies to review our setting when we have children who have specific needs.</p> <p>We consider children's sensory and physical needs when they move to new classrooms and to new settings.</p> |
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| | workshop for parents to support with dietary needs. | |
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3. How does the nursery identify and assess Special Educational Needs?

At Brearley, all staff are involved in assessing children in order to identify whether a child has special educational needs. We do this by:

Completing a home visit, initial observation during open days, observing children in class, , and speaking to their nursery staff about what the child can and can't yet do.

Using school assessment results such as the two-year-old progress. Using information from parents, carers and from gaining the views of the child.

Working with specialist teachers and outside agencies who advise and assess children

Using information from previous nursery's, childminder's or other settings

If we think that a child has additional needs, we use a graduated approach to finding out what level of support they might need.

We will assess the child in more detail, plan how to support them, carry out the support for a period of time and then review how well it has worked.

4. How do the school know how much progress is being made by pupils with Special Educational Needs?

At Brearley, we use 'To Build a Profile' to give us a wholistic picture of the child, parent voice and staff observation. This helps us to know what all children have learnt and what their next steps are.

Children with Special Educational Needs are also tracked on Play interact Communicate Profile and WellComm Profile.

These assessments are really good at showing us small steps of progress for children with additional needs so we know exactly how best to help them.

5. What extra-curricular activities can a pupil with Special Educational Needs access at nursery?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities.

All children, including those with SEND can participate in educational visits such as visits to local parks, the library and the supermarket. We have other activities such as self-massage, busy feet, and access to our own soft-play area and sensory room. We also have a forest school on site and also access to the forest school at our local primary school.

Brearley has a number of children who have physical and sensory needs. For some children with these needs, it's necessary to seek and follow the advice of medical professionals about how they may access our environment and resources. We make every effort to ensure children with SEND can access as many of these opportunities as possible.

6. What training do staff at Brearley have in relation to pupils with Special Educational Needs?

At Brearley Nursery School, we make sure that all of our staff are well trained and have regularly updates to their training. The following table shows the training that all staff and specific staff currently have:

| All Staff | Specific Training for some staff |
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| Medical Needs Training | Nurture Group Training |
| Team Teach | Thrive Training |
| Level 1 AET Autism Training | PECS Training. |
| Epi-Pen Training | Level 2/3 AET Autism Training |
| Asthma awareness | The Equality Act Training |
| Paediatric First Aid (Most school staff) | Educational Visits Training |
| Makaton Training | Wellcomm Programme |

7. How do the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

| Agency or Service | Who they work with | How school can get in touch with them |
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| Educational Psychology Service (EPS) | Children with complex needs and where an application for an Education, Health and Care Plan assessment is made | School have an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required. |
| Pupil and School Support Service (PSS) | Children who are working below the expected level or who have cognition and learning difficulties | We have a PSS Teacher who visits regularly. The SENCo will speak with parents if they feel a PSS teacher should work with individual pupils. |
| Communication Autism Team (CAT) | Children who are being assessed for or already have a diagnosis of autism or social communication difficulties | We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required. |
| Physical Disability Support Service (PDSS) | Children with Physical Difficulties which impact on their school access. They also provide training for staff | We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required. |
| Sensory Support Service (SSS) | Children who have hearing or visual impairment | Pupils are usually referred following a medical diagnosis; however school can contact them for general advice. |
| Speech and Language Therapy Service | Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention | We work with West Midlands Independent Speech and Language Therapy Service who provide an allocated Therapist to work with children in school. Parental consent is required. |

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| | where needed | |
| Behaviour Support (COBS) | Children with Social, Emotional and Mental Health needs. | The City of Birmingham School provide an allocated behaviour specialist who gives advice and works directly with pupils and their teachers. Parental consent is required. |
| School Nurse | Children with medical needs and their families. | The school nurse visits for a fortnightly drop-in and arranges meetings with parents who have been referred to their service. Parental consent is required. |
| Child Psychotherapy | Children with Social, Emotional and Mental Health needs and their families | Child Psychotherapist visits every week and helps children and their families. |

8. How are parents of our pupils with Special Educational Needs involved?

Brearley Nursery School have an open door policy and we are always available for parents to contribute to their child's education.

- Our website has lots of information about our curriculum and the support children can get. In addition to this website information, we offer our parents:
- Regular meetings with the SENCo or Inclusion leader;
- A parent's night where children's additional needs can be discussed;
- Parents are invited to reviews of provision where appropriate;
- We signpost to parent groups and other services.

9. How are pupils with Special Educational Needs involved in their own education?

We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

Following the children's interests;

Breaking the curriculum down and differentiating the learning as much as the child needs it. We use real objects and a multi-sensory approach to allow children to immerse themselves in the learning;

We have access to professionals that are trained in Person-Centred Approaches to help us to involve children in reviews of their needs;

All children with additional needs have a 'one-page profile' to help them with transition to new settings

We have visual timetables, picture cards, warning times to help support with transition to new activities which help children understand what they need to do and what to expect next;

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a child at Brearley Nursery who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENCo in the first instance by phoning for an appointment.

Alternatively, please visit our school office or telephone 0121 675 2309. Our staff will then talk to you about how you can get in contact with our SEND Governor.

11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

The SEN Governor is Joycelyn Gregory and Yewande Lawal (SENCO) meet **three a** year, before governor meetings, so that the SENCO can report back on the provision for children with Special Educational Needs and the support they get from the nursery and their partners.

12. Who are the support services that can help parents with pupils who have Special Educational Needs?

| Name of Support Service | How they can support parents | How you can contact them |
|---|--|--|
| Autism West Midlands | Support and advice is given and opportunities to meet regularly | Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk |
| SENDIASS | The Local Authority's impartial advice and support service | Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk |
| Forward Thinking Birmingham (including CAHMS) | A range of services and facilities focussed around the individual needs of 0-25 year olds. 24/7 access to mental health crisis support. | Telephone: 0300 300 0099 Write: Access Centre 5th Floor, 1 Printing House Street, Birmingham, B4 6DF |
| | | |

13. How do the school support pupils with Special Educational Needs through transition?

When a child with special educational needs start at Brearley Nursery School, we:

- meet with their parents to ask and answer questions about their needs;
- If necessary, we request or liaise with the medical team child care plan
- provide a transition book with photos and information about their new school;
- Arrange visits to the school and any workshops that are appropriate prior to their start date.

When a child with special educational needs moves into a new class at Brearley we:

- Can give the child a transition book so they have information and pictures about their new classroom and teachers;
- Talk to the child and their family about any changes and how to support at home;
- Introduce the child to their new class and teacher well before their transition.

When a child with special educational needs leaves Brearley Nursery School to start Reception class:

- Work with the child's new school to make sure they have a transition which is as easy as possible for them;
- Talk to key staff at the new school about the child's needs and hold a review meeting if needed;
- Help to arrange visits to the new school if required and appropriate to do so.

14. How can parents find the Birmingham Local Authority's local offer?

Birmingham City Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs. You can access the Birmingham Local Offer by visiting the following website:

<https://www.birmingham.gov.uk/localoffer>

Date for Review: Autumn 2023

Ratified by Governors on: Autumn 2023