



What can I expect from if my child has Special Educational Needs?

We will make sure your child is safe and happy

Have open and honest communication

Appropriate and effective teaching and learning

A Partnership Approach



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

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 the SENDCo. Our SENDCo is Lucy Collins. If we have any concerns we will speak to you as soon as possible.

The SENDCo and Keyworker will assess your child's needs through a range of strategies

Once your child's individual needs have been identified the SENDCo may need to contact specialised services - these can include Speech and Language therapists (SALT), The Communication and Autism Team (CAT), or an Educational Psychologist (EP). **We will always ask for your permission first.**

The SENDCo and the nursery team will monitor your child's progress and will meet with you regularly to discuss how your child is getting on.

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 SENDCo and any specialised services, you will contribute to agreeing targets that will support your child's needs.

Before any intervention, we ensure that we have given the children time to settle, feel safe and happy, and build positive relationships. We spend time **Getting To Know** each child.

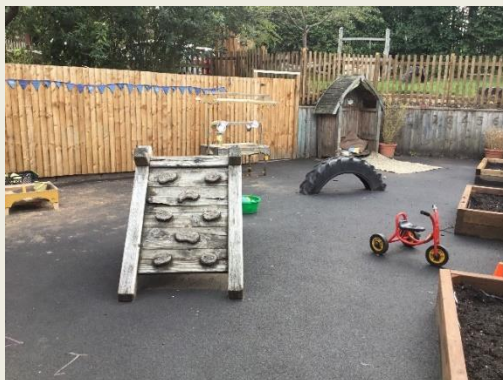


“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”

Loris Malaguzzi



Outside Environment



The garden is a wonderful place for children to learn about the world around them.

For children with complex needs, this is important for sensory regulation, movement in different ways and experiencing different equipment.

Educators support children in different ways, depending on the needs of the child and their level of ability.

Inside Environment



There are 3 classrooms at nursery. 1 classroom is for 2 year olds and the other 2 are for 3 year olds. Each classroom has defined areas such as, construction, creative, sensory and role play. All resources are clearly labelled with communicate and print, or photos. The keyworker will work with the SENDCo to identify individual support and interventions both inside and outside.

Our Team....

At Goodway, every child has a key worker to ensure their individual needs are met. You will have the opportunity to speak to your child's key worker daily. These are photos of team.



Appropriate and effective personalised teaching and learning



At Goodway Nursery School 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 SENDCO, with the support of the Headteacher and Governors, ensures that training is up to date and is appropriate.

All of our educators are trained to use Makaton to support communication.



Lucy Collins
SENDCo and Acting
Deputy Head



Sally Davies
Headteacher

How we work

Step 1 Gather information from
Parents/Carers
Settle visits
All about Me

Step 2 Develop our knowledge of the
child
WellComm
Baseline Assessments (EYFS)

Step 3 Teaching and Learning,
Targeted intervention
Continuous Provision – independent
play, educator supported, visual
timetables,
Targeted Support – 1:1 at times,
language groups, Makaton, all
keyworkers have photo cards

SENDCo
Outreach Family Support
Educational Psychologist
CAT Team
Health Visitor
Occupational Therapy
SALT Team

This support is accessed at each step



A Partnership Approach

Goodway Nursery School 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.

Educational Psychologist (EP)

Supports children who have social, mental or emotional needs, or other complex needs.

SENAR – Principal Officer (PO)

If your child has an Education and Health Care Plan (EHC) we will work closely with your principal officer.

Speech & Language Therapy Service (SALT) –Support for children with speech and language difficulties.

Communication & Autism Team (CAT)

Supports children, or young people who are being assessed for, or already have, a diagnosis of Autism or communication difficulties.

SENSE- We work with the charity SENSE to support our learners and their families with complex needs by running regular weekly sessions at Goodway.

Occupational Therapy

Support for children or young people with physical/sensory issues which impact on their levels of independence and self care

Family Support Team

We can access Family Support through our Local Children's Centre
0121 752 1900

Health Visitor

Support for children with development checks, medical needs, including where medication is prescribed/required.



Graduated Response

Goodway Nursery School adopts the
Graduated Response

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

- 1. Assess** - On entry to nursery, children receive a baseline assessment. We also undertake WellComm assessments for all children. Tapestry is used as our method of communication for our termly spotlight observations.
- 2. Plan** - Staff meet daily and weekly to ensure that our planning is inclusive and supports the needs of individuals.
- 3. Do** - Implementation of universal support including the use of visual timetables, Makaton, Attention Birmingham sessions.
- 4. Review** – Children are monitored half termly and if further support is required a decision will be made whether the child needs a SEN Support Plan, referrals to different professionals or an Education and Health Care Plan assessment



Further information and links for families:

My Care In Birmingham

<https://www.localofferbirmingham.co.uk/>

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

SEND Code of Practice

[https://www.birmingham.gov.uk/info/50034/birminghams local offer send/1421/special_educational_needs_code_of_practice](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/1421/special_educational_needs_code_of_practice)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

EHC pathway

[https://www.birmingham.gov.uk/downloads/file/8190/ehc pathway revised 130815](https://www.birmingham.gov.uk/downloads/file/8190/ehc_pathway_revised_130815)

Developing Local Provision (DLP)

We aim to provide:

- A responsive and reliable point of contact **for parents/carers** to access professional advice and guidance about their child's development and learning for parents and carers.
- A professional development programme of training and information, connections with relevant professionals and access to a network of colleagues engaged in a learning community **for staff in all settings**.
- A collaborative and positive **partnership with all professionals** to ensure child's right to access high quality early education

Perry Barr District



Perry Barr District



DLP
DEVELOPING LOCAL
PROVISION

Stay and Play

Tuesday Morning

9.30-11am

Goodway Nursery School

Goodway Road B448RL

No booking needed

Everyone Welcom e



DLP
DEVELOPING LOCAL
PROVISION



Consultation with Parents

There was a consultation with parents at nursery in **July 2023**. Parents shared what they thought worked for their child and family and made suggestions:

- Really enjoyed attending the coffee mornings to talk to other parents and SENDCo
- Further opportunities to talk with other parents throughout the year
- Parents enjoyed visiting special school settings with their child's keyworker
- Continued support with transition- this is a difficult time
- Continued opportunities to meet with the professionals and ask questions
- Enjoyed workshops and working with SENSE
- Parents really enjoyed virtual meetings with Occupational Therapy and nursery staff

Our annual SEND consultation will take place in July 2024.