

# SEND Information Report October 2023

At Gracelands Nursery school we are dedicated to ensuring that all children fulfil their potential. We believe all children have a right to an inclusive environment.

Our intention is to improve choice and transparency to enable families to make informed choices and have greater control over services they wish to access. Our aim is to set out a local offer of services for children with Special Educational Needs and/or disabilities and their families.

As part of the Nursery's adherence to the values of Rights Respecting Schools we fully support

**“The purpose of education is to develop every child’s personality, talents and mental and physical abilities.” (Article 29)**

Open and Honest  
Communication

Appropriate and  
Effective teaching and  
learning

A Partnership  
approach

## What can I expect at Gracelands Nursery school if my child has special educational needs?



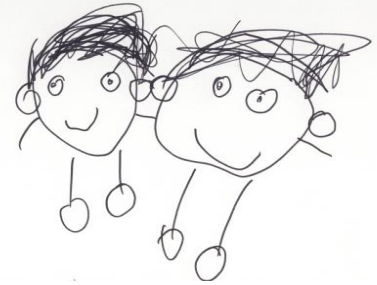
We want your child to feel safe and happy at school.  
At Gracelands we appreciate each child is unique. We are  
an inclusive setting and support the needs of all children.

## Open and Honest Communication

### **Gracelands will meet the needs of children with the following SEND:**

- Communication and Interaction: Autism and Social Communication and Speech, Language and Communication needs.
- Cognition and Learning: Learning Difficulties and Disabilities.
- Social, Emotional and Mental Health.
- Sensory /Physical: Hearing, Visual Multisensory or physical impairments

## Open and Honest Communication



### **Who can I talk to about my child's Special Educational needs or if I have concerns about my child?**

Each child has their own key person who will be able to explain what is being done to support your child's individual needs and will help your child to learn and enjoy their time at Gracelands.

Gail Goldberg is the Special Educational Needs Coordinator (SENCO). She can be contacted on 0121 7723124 or at [enquiry@grclands.bham.sch.uk](mailto:enquiry@grclands.bham.sch.uk) She works with children, staff, parents and agencies to ensure that all pupils' needs are met.

The SENCo will explain everything to you and make sure that you understand what is happening. We always encourage you to speak to your child's key worker too.

We share information honestly and the door is always open for you to talk to any member of our team.

Open and Honest  
Communication

**Who can I talk to about my child's Special Educational needs or if I have concerns about my child?**



**Gail Goldberg  
SENCO**

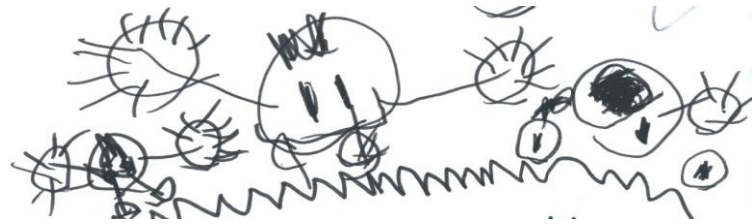


**Sam Richards  
Executive Head Teacher  
Level 3 Early Years SENCO  
qualification**



**Harshila Parmar  
Deputy Head Teacher  
Level 3 Early Years SENCO  
qualification**

## Open and Honest Communication



### **What will happen if the nursery have concerns about my child?**

We will talk to you if we think your child needs extra support. We will involve you in discussions about how professional people may be able to offer support and we will always ask for permission before we invite professionals into school. We follow our SEND policy when identifying, assessing and planning for individual children's needs.

### **What will happen next?**

We will monitor and review your child's progress regularly and you and your child will be invited to join us to discuss these outcomes and give your views and any progress or concerns from home. You and your child will be involved in making plans and setting targets for your child's learning. We will also ask families to give us feedback to help us to improve the ongoing development of our SEND Provision.

Appropriate and  
Effective teaching and  
learning

## How will the nursery help my child to learn?



We follow the Early Years Foundation Stage curriculum and offer a wide range of learning opportunities through high quality teaching by qualified staff. We understand that children learn and develop in different ways. Children are taught in whole group sessions (10-13 children) and small group sessions.

When children need a little extra help we offer additional learning opportunities in small groups and 1:1 where possible – these groups allow children to develop their confidence and specific skills.

Sometimes children need a bit more support. When this happens we may need to ask professional people to help us to help your child. We will help your child to access a broad and balance range of activities and learning opportunities. We use a range of strategies including visual timetables, Makaton signs, symbols and other resources and adaptations to help enhance learning.

Appropriate and  
Effective teaching and  
learning

## What resources are available to support my child's learning and development?



We have a range of resources to support children's learning and development.

These include:

- Sensory activities
- Cause and consequence toys
- Motion toys
- Sensory baskets
- Musical toys and instruments
- Access to WELLCOMM resources (to support communication)
- Attention Autism Activities
- Story sacks with visual and auditory props
- Visual time tables that are tailored to the needs of individual children

Children in nursery have support through adaptive teaching strategies and our child centred 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 tailored adult support.



Appropriate and  
Effective teaching and  
learning

## How we evaluate our provision for Children with SEND

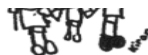
Early years providers must provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.

Maintained Nursery Schools and all providers of relevant early education to children with SEN must co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. Providers should work in partnership with other local education providers to explore how different types of need can be met most effectively.

The effectiveness of the support and its impact on a child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views.

They should agree any changes to the outcomes and support for the child in light of the child's progress and development.

Parents should have clear information about the impact of the support provided and be involved in planning next steps.



Appropriate and  
Effective teaching and  
learning



## **Staff at Gracelands Nursery support all children with their Personal, Social and Emotional development.**

Personal, Social and Emotional Development (PSED) is a Prime Area of the Early Years Foundation Stage and all children are supported to make positive relationships and to develop a sense of themselves.

We use Leuven wellbeing and interaction scales to monitor our children over the year.

Children are supported to develop social skills, become independent and learn how to manage their feelings. Children are also supported to understand appropriate behaviour and to develop confidence in themselves.

When children need support with PSED we follow our behaviour policy. All behaviour incidences are recorded and adults monitor perpetrators and victims to identify patterns and early bullying.

Appropriate and  
Effective teaching and  
learning

**Staff at Gracelands receive appropriate training so that they have the knowledge and confidence to support children's needs.**

- All our staff have received Level 1 AET Autism Training and one member of staff have received Level 2 Training.
- Staff use a language screening tool called WellComm to assess and set targets to support children's Communication and Language development.
- The SENCo has completed L3 ELKLAN training.
- Staff have training to support the development of speech and language (ELDP) and well being and self esteem.
- Staff have taken part in core Makaton training.
- Staff visit other settings to ensure they support children's' needs appropriately.
- The SENCo has completed the National Award for Special Educational Needs Co-ordination.
- The SENCo attends city wide and local Special Educational needs network meetings.
- The Executive Head Teacher and Deputy Head Teacher have completed the Level 3 SENCo qualification.
- Staff receive annual allergy, asthma, eczema training and other medical needs as they arise.
- Training is available as the need arises within the cohort.

Appropriate and  
Effective teaching and  
learning

## Will my child be able to access all activities at nursery?

We are a Rights respecting school and are committed to equality. There are no outsiders here. We aim for every child to fulfil their potential. All children work alongside their peers and are encouraged to access the wide variety of activities. Children also take part in regular trips in the local community and further afield.

We have a small woodland area, outdoor kitchen and growing area which all children get to participate in.

All parents are invited to workshops and celebration events.



## Appropriate and Effective teaching and learning

### **How will the nursery day be made accessible to my child with SEND?**

The school has been adapted to ensure accessibility for all pupils.

Such adaptations include:

- Changing facilities
- 'Open plan' nursery environment layout allows for mobility and pupil access.
- Visual timetables
- Disability access ramps across the school
- Specialist equipment such as chairs, standing frames and walkers (obtained through the Child Development Centre and Physiotherapists if they are needed for the child during their nursery day)
- Quiet teaching spaces to support children's listening and attention skills
- Sensory spaces
- Care plans are completed prior to starting nursery these involve all professionals, teachers, SENDCo Support and Parent/Carers
- 'All About Me' profiles

## What professionals may become involved with my child?

A Partnership  
approach

We will work together to get the very best for your child. Depending upon your child's needs we will ask for help from others, with your permission.

**The Educational Psychologist** – our educational Psychologist visits termly and more often if needed. She is able to make assessments, write reports about what your child can do and the next steps for their learning and how this can be managed.

**The Communication and Autism Team** - provide training and guidance for staff and support for parents and children.

**Speech and Language therapists, Physiotherapists, Sensory support teams, Physical Development Support Service.** There are many other professionals we can call upon to provide your child with support depending on his or her need.

**Child Development Centre** - The service is for pre-school children with physical or developmental delay who may need additional help, support or intervention in order to reach their potential.

**Health professionals** - Community Paediatrician, Physiotherapist, Occupational therapist, Sensory Support, Health Visitors.

# How does the Nursery support children with Special Educational Needs through transition?

A Partnership approach

**We aim to make times of transition as easy as possible for the children in Nursery.**

## **When starting at our Nursery we:**

- Complete a home visit to meet the child and their family
- Hold discussions with staff from previous settings
- Read any relevant reports
- Hold open days in July

## **During the day we:**

- Provide visual timetables, Makaton, objects of reference and photographs
- Talk about changes to the day
- Use a 'now' and 'next' board if necessary

## **When moving to a Primary School we:**

- 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
- Talk to the child about their new school

## Will I be involved in decisions about my child?

A Partnership approach

We will always involve you in decisions about your child and listen to your views and also try and involve your child in decisions about their learning.

We will be happy to direct you to organisations who can give advice and support to help you and your child

### Complaints

If you have any complaints about your child's provision or progress at Gracelands Nursery please speak to the Executive Head Teacher, Deputy Head Teacher, SENCo or your child's key person. Further information can be found in our complaints policy.





## Support Services that can help Parents/Carers who have a Child with SEND

A Partnership approach

- SENDIASS (Special Educational Needs and Disability Information and Advice Service Tel: 0121 303 5004 Email: [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk))
- Special Educational Needs Assessment and Review Team (SENAR) Tel: 0121 303 1888
- Children's Advice and Support Service (CASS) Tel: 0121 303 1888  
Email: [cass@birminghamchildrenstrust.co.uk](mailto:cass@birminghamchildrenstrust.co.uk)
- Communication Autism Team Tel: 0121 675 5057 Email: [a2e@birmingham.gov.uk](mailto:a2e@birmingham.gov.uk)
- Birmingham Virtual School is the Children in Care Education Services CiCES 0121 464 6599  
[birminghamvirtualschool@birmingham.gov.uk](mailto:birminghamvirtualschool@birmingham.gov.uk)
- Your child's health visitor is also a good place to start if you have any concerns about your child's development.

### Birmingham's Local Offer can be found at:

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

## Support Services & Charities that can help Parents/Carers who have a child with SEND

- Autism West Midlands 0121 450 7575 [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)
- National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)
- IPSEA [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Downs Syndrome Association 02890 665 260 [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)
- Mencap [www.midlandmencap.org.uk](http://www.midlandmencap.org.uk)
- SENSE [www.sense.org.uk](http://www.sense.org.uk)
- Carers Association [www.carersuk.org](http://www.carersuk.org)
- Cerebral Palsy Midlands [www.cpmids.org.uk](http://www.cpmids.org.uk) •
- Cerebra [www.cerebra.org.uk](http://www.cerebra.org.uk)
- Spina Bifida & Hydrocephalus [www.shinecharity.org.uk](http://www.shinecharity.org.uk)
- Birmingham Institute of the Deaf [www.bid.org.uk](http://www.bid.org.uk)
- Birmingham Royal Institute for the Blind [www.brib.org.uk](http://www.brib.org.uk)
- Kids Charity [www.kids.org.uk](http://www.kids.org.uk)

### UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 17:** Every child has a right reliable information from a variety of sources.

**ARTICLE 19:** Governments must do all they can to ensure that children are protected from violence, abuse, neglect and bad treatment.

## What parents say about us

A Partnership approach

'Thank you for all your help and support. Every parent with a special needs child needs a nursery like Gracelands and a supportive staff. Without your support and guidance I would have been lost. Thank you for being there for me!'

'We feel that all the staff have gone above and beyond in supporting our daughter. we are very grateful for all the support and guidance that we have received. there has been good communication between us and the staff throughout which we feel was key to her progress.'

He is able to speak more, is more confident and is making friends. His concentration has improved too.

'Thank you for all that you have done to support my son over the past year. The whole nursery has gone above and beyond not only to make him feel happy and comfortable but has helped with his EHCP application and preparation for school. I would like to thank everyone for their continued work to help him and give him the best environment for nursery. As he begins school, we never forget how much you have helped. We give our sincerest thanks.'

'We feel that all the staff have gone above and beyond in supporting our daughter. we are very grateful for all the support and guidance that we have received. there has been good communication between us and the staff throughout which we feel was key to her progress.'

A Partnership  
approach

We want to extend my deepest gratitude to each and every one of you. Your dedication, patience, and love have made a significant impact on our daughter's life, shaping her into the bright and beautiful soul she is today. Your unwavering commitment to providing a nurturing environment is truly commendable, and we will forever be thankful for the positive influence you've had on our daughter's formative years. Although it is time for her to embark on new adventures, please know that the memories and lessons learned here will forever hold a special place in our hearts. The experiences she had and the bonds she formed with all of you will be treasured for a lifetime.

A Partnership  
approach

What others say about us:

'All staff are committed to ensuring ASC pupils have high quality learning through appropriate play experiences which meets their developmental needs. Gracelands Nursery School work within the Autism Education Trust Early Years Standards and are:

Adapting the curriculum, teaching and learning to promote well-being and success for CYP on the autism spectrum, (Standard 8) through the training they receive from the Communication and Autism Team'.

Viv Walters (Communication and Autism Team Birmingham)  
July 2023

A Partnership  
approach

What others say about us:

All children make exceptional progress. This includes disadvantaged children and those with special educational needs and/or disabilities. These children are provided with extra support and experiences that impact well on their learning..”

Ofsted  
March 2019

## A Partnership approach

'I have enjoyed working at Gracelands. It's always a pleasure to go into settings that clearly care a lot about every child that they have on roll and you do a brilliant job of managing some very complex needs' - Educational Psychologist

This is the best nursery I have visited. All staff at the nursery work so hard and I am impressed by their care, affection and dedication towards all children .

Everyone is so enthusiastic to provide support and make a difference to all children with special needs. Everyone I spoke to and interacted with are keen to do and try different things with FA to help her progress with her physical skills. Keep up the motivation, good work and spirit at Graceland's Nursery School !! -Physiotherapist

# UNICEF: We are a Rights Respecting School

A Partnership  
approach

Gracelands Nursery School aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.

## UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 23:** A child with a disability has the right to live a full a 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.

**ARTICLE 28:** Every child has a right to an education.

**ARTICLE 29:** Education must develop every child's personality, talents and abilities to the full

**ARTICLE 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



**This SEND Information Report can be read in conjunction with the following Policies and documents:**

A Partnership approach

Inclusion and Special Educational needs Policy [Inclusion and SEND policy GNS JNS Approved LC 16 Feb 23, FGB 13 Mar 23.pdf \(grclands.bham.sch.uk\)](#)

Behaviour policy anti-bullying policy care and control policy [Behaviour Policy GNS JNS Approved LC 20 Oct 2022, FGB 14 Nov 2022.pdf \(grclands.bham.sch.uk\)](#)

Looked after children (lac) and previously looked after children (plac) policy [Looked After Children and Previously Looked After Children Policy GNS JNS Approved LC 08 Dec 2022, FGB 16 Jan 2023.pdf \(grclands.bham.sch.uk\)](#)

Gracelands Nursery School's Accessibility Plan  
[GNS Accessibility Plan 14 July 2022.doc \(live.com\)](#)

Special educational needs and disability code of practice: 0 to 25 years  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Complaints Policy  
[GNS JNS Complaints Policy \(Federation\) Approved 30 Sep 2022 \(chair's action\), LC 20 Oct 2022.pdf \(grclands.bham.sch.uk\)](#)