

THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS



Our Local Offer

SEND Report

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

What can I expect from Lillian de Lissa Nursery School 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:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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.

We are here to help...

Every child has a key worker who will support your child to 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.

Our Inclusion Team



Alison Harris
Inclusion Manager
and
Special Educational
Needs and Disabilities
Co-ordinator



Lorna Rose
SEND Governor



Sarah Roberts
Special Educational
Needs and Disabilities
Co-ordinator



Sam Bowker
Language Champion

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 8876 or enquiry@ldelissa.bham.sch.uk

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

Key worker or parent/carer has a concern about their child's development.

Key worker, Inclusion Manager and parent/carer will meet to talk about their concerns. A plan of support will be agreed and a review date will be set.

The nursery will monitor progress.

- Key worker, Inclusion Manager, parent/carer will meet to discuss your child's progress. Targets will be set depending on your child's specific area of need. An appropriate plan of support will be agreed and a review date will be set.
- Your child may need support from a specialised service or outside agency. This will be discussed with you and with your permission a referral will be made by the Inclusion Manager/SENDCO.
- Your child may need additional adult support. The Inclusion Manager/SENDCO will talk to you about this and ask your permission to apply for additional funding.

The nursery team will facilitate your child's plan and the advice given by outside agencies.

The Inclusion Manager/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 and plan for future support.

After a period of intervention some children may need an Education Health Care Plan, this will be discussed with you and a Team Around the Child meeting will be arranged.

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 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6: Every child has a right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

How does the nursery identify and assess Special Educational Needs?

We use a range of strategies that help us assess whether a child needs additional support, these include-

- Observations - Looking carefully to see how the child accesses activities and responds to other children and adults.
- Using school-based assessments - Development Matters and Target Tracker
- WELLCOMM language screening
- Spending time with the child during their play and exploration and during focussed learning time.

We also draw on information from a range of sources, these include-

- Information from parents/carers
- Information from the child
- Information from previous childcare settings
- Talking to the child's key worker and other members of the nursery team
- Information/referrals from GP, paediatricians, health visitors or other medical personnel.
- Reports from the Child Development Centre.
- Reports from other outside agencies for example Speech and Language Therapy

Open and honest communication with Parents and Carers - How will I be involved?

- You will be invited to meet with the Inclusion Manager/SENDCO 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 or the Inclusion Manager/SENDCO. If for any reason she is 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 Inclusion Manager/SENDCO will communicate with you regularly to make sure you have all the information you need and that you understand how the nursery 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 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 will my child's views be included in decisions about their education?

- When your child starts at our nursery you will be asked to complete an 'All about me' booklet, this helps us to prepare the nursery for your child's first day.
- From your child's first day in nursery, building a positive relationship with them and getting to know their individual needs is our priority.
- Our Child-centred approach ensures that all children make choices about their learning and are involved in developing the day to day provision.
- Knowing your child well; their strengths and areas of difficulty, knowing what motivates them and how they learn best ensures our teaching is effective and has a positive impact on your child's outcomes.
- Your child's key worker will talk to them about their learning and what their next steps are.
- This in-depth knowledge underpins the targets and outcomes in your child's Early Years Support Plan, Individual Behaviour Plan or Play Plan.
- All children receiving additional support have a One Page Profile - This outlines each individual's needs, likes and dislikes and strategies to support learning. These are based on our in-depth knowledge of each child, which we gather from talking to the child, the people who know the child best and by carrying out regular observations.

How does the nursery provide appropriate teaching and learning for children with SEN/D?

- We follow the Early Years Foundation Stage Curriculum, but learning opportunities are planned carefully to meet the needs of the individual children who attend.
- We support all children through our child centred curriculum and differentiation.
- We ensure all children are included through thinking carefully about the environment, how children access it and the resources available.
- All children are offered a wide range of high-quality learning opportunities and experiences, accessing all areas of the Early Years curriculum.
- The Inclusion Manager works alongside the teaching assistants and teachers to facilitate effective and appropriate provision for each child. They will work together to accurately assess progress in order to plan future interventions.
- We provide a balance of child-initiated play and focussed learning time. Children work in their key groups (13 children), small group sessions (4-6 children) and where required 1:1 sessions.
- Intervention groups are planned to support specific areas of need, these include:
 - Language and Communication - To support children's Speech and Language Development
 - Nurture Groups - To support children's Social and Emotional well-being and Development
 - Physical Development Groups - To support Fine and Gross Motor Development
 - Sensory Groups - To support children with specific sensory needs
 - Language Groups to support children who are learning English as an additional language.

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.

How does the nursery assess and review my child's progress?

- We follow the EYFS and assess all children using Development Matters 2021. We assess how children are progressing by spending time with them whilst they play and explore, we ask questions, talk to the children about their learning and make observations.
- The nursery team meet regularly to discuss how children are progressing and how they are learning, we reflect on what we can do to move their learning on.
- Children with SEN/D have individual targets set at least termly, the child's key worker, SEND support worker and teachers are all aware of each child's targets, they are always observing and recording any progress made towards these targets. These targets are reviewed by the Inclusion Manager/SENDCO, the key worker/teacher, the parents/carers and any outside agencies who are involved. Together, we discuss next steps and set future targets.

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, and to 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.

How are staff trained to support my child's needs?

- 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/SENDCO, with the support of the Head Teacher and Governors, ensures that training is up to date and is appropriate.
- If a child has a diagnosis of a SEN/D or a medical condition and is enrolled to start at the Nursery, the Inclusion Manager will arrange for specific training to be delivered by an external agency.
- The Inclusion Manager/SENDCO attends network meetings regularly to ensure they have up to date information and to share good practice.
- A number of our staff have paediatric first aid training and are trained to administer asthma medication using inhalers, to use Epi-pens for children who have severe allergies and to support children with epilepsy.
- Our staff have received AET Tier 1 training (Autism Awareness). A number of staff have received Tiers 2 and 3 training.
- A number of our team are trained in WELLCOMM, ELKLAN and Makaton.
- We work closely with the Physical Difficulties Support Service and attend their training to ensure our school is inclusive for children with Physical Disabilities.

How will the nursery be made accessible for my child?

The Nursery has been adapted to ensure accessibility for all children, these adaptations include the following:

- Changing facilities
- One level flooring throughout the nursery
- Accessibility ramps
- Our 'open plan' nursery environment layout allows for mobility and pupil access.
- Quiet spaces to support children's listening and attention skills.
- 'All About Me' one page profiles
- Care Plans are completed prior to starting nursery, these involve all professionals, teachers, parents/carers.

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

Key workers and the Inclusion Manager/SENDCO are available for parents to talk to about any concerns they may have about their child's behaviour.

We incorporate personal, social and emotional development into all aspects of our teaching. We support children's understanding of social issues, such as empathy and respect, through our group time teaching sessions.

Social stories and puppets are used to support children with behavioural expectations and social situations.

Occasionally, a child may display complex behavioural difficulties. In these cases, our Inclusion Manager/SENDCO will meet with parents/carers and their child's teacher to devise an Individual Behaviour Plan. After 4 to 6 weeks, another meeting will be arranged to discuss the child's progress and plan the next steps for support.

What resources are available to support my child?

- Nurture room
- Sensory space
- Disabled toilet with changing facilities
- Story phones
- Musical Instruments
- Visual resources including Makaton/PECS symbols and signs
- Visual timetables
- Story bags
- A range of sensory resources
- Cause and effect toys and games
- Access to a range of intervention groups
- Resources to support fine motor development
- Resources to support proprioception and gross motor development
- Highly trained staff who support families through the SEND process.

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.

Everyone is included at Lillian de Lissa Nursery School...

We want all children to be included in all areas of nursery life.

We do all we can to make sure that all children take part in educational visits, performances and celebrations but we understand that different children respond to changes in routine differently.

We prepare children for special events with photographs, stories and visual timetables.

A child may need additional adult support or may prefer to access an alternative learning environment.

We carry out risk assessments for all educational visits and may need to organise for additional adults to support these visits.

A partnership approach

We work with outside agencies who can provide 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. Here are some of the agencies we work with regularly.....

Communication Autism Team (CAT)

She supports children who are being assessed for, or already have, a diagnosis of Autism or a communication difficulties.



Find out more:

<http://acesstoeducation.birmingham.gov.uk/index.php/CAT/welcome-to-the-communication-and-autism-team.html>

Speech & Language Therapy Service (SALT)

-Support for children with speech and language difficulties.

Find out more:

<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-slt/>

Conductive Education

Support for children with movement disorders.

Find out more:

<http://www.conductive-education.org.uk/>



Educational Psychology & Pupil and School Support

Works with the Inclusion Manager and advises how best to support children who have additional needs.



Occupational Therapy

Support for children with physical/sensory issues which impact on their levels of independence and self-care.

Find out more:

<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-occupational-therapy-service/>

Sensory Support Team

Support for children with hearing or vision impairments.

Find out more:

<http://acesstoeducation.birmingham.gov.uk/index.php/SS/welcome-to-sensory-support.html>

Physiotherapy

Support for children with physical needs.

Health Visiting Team

Support for children with medical needs, including where medication is prescribed.

Find out more:

<https://bhamforwardsteps.co.uk/>



Physical Difficulties Team

Supports and promotes the inclusive education of children and young people with physical difficulties and motor disorders. Our team provides advice and support to educational settings to ensure compliance with all statutory duties.

Find out more:

<http://acesstoeducation.birmingham.gov.uk/index.php/PDSS/welcome-to-physical-difficulties-school-support.html>

How will the nursery support transition both in the setting and onto other settings?

When a child starts at Lillian de Lissa Nursery School:

- We invite parents/carers to visit the nursery with their child for an open morning. This includes an opportunity to discuss your child's individual needs and to ask any questions you may have.
- Opportunities to visit the nursery to familiarise themselves with the environment and their key worker.
- We conduct home visits, giving parents/carers another opportunity to ask questions and ensuring positive relationships being to develop.
- We individualise the 'settling in' process based on children's individual needs.
- We provide transition books for children to read with their parents/carers before they start at the nursery.
- We will talk to your child's previous setting, where applicable.
- We use visual timetables throughout the nursery to ensure children know what is happening next, we also use Now and Next boards where appropriate.
- We follow a regular routine every day.
- We use photographs from home to comfort children during the settling in period.

When a child moved from Nursery 1 (2-3year olds) into Nursery 2 (3-4year olds):

- We organise regular visits to the Nursery 2 throughout the year.
- Key workers visit the 2-year olds in their classroom and join them in their play and exploration.
- Transition meetings are held with the key workers, the Inclusion Manager and the child's parent/carer.
- (and all of the above)

When a child moves on to Primary School:

- The Inclusion Manager and teacher from the Primary School are invited to spend time in the Nursery with the child.
- The SENDCO and a teacher from the primary school are invited to a transition meeting with the Inclusion Manger, Key worker and the child's parents/carers.
- Transition books are provided, where possible.
- 'Moving on' becomes a focus for learning during the summer term.
- Additional visits to the Primary School are organised, where appropriate.
- Where appropriate the Inclusion Manager will attend open mornings etc with parents/carers when they are deciding which Primary School their child should attend.

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

The Governor with responsibility for SEN/D in our cluster is Lorna Rose. She carries out observations in the Nursery to see how children with SEN/D learn and play.

The Inclusion Manger reports to the Governing Body regarding the progress and attainment of all children at least termly. This includes specific information about the children with SEN/D.

Our SEN/D Governor meets formally with the Inclusion Manager yearly to conduct a review of SEN/D provision, to discuss the progress children have made and the support that has been provided. The Governor then reports her findings to the Local Governing Board.

How does the school evaluate the provision for children with SEN/D?

The senior management team monitor all children's progress and attainment at regular periods throughout the academic year. The SENCO focusses specifically on how the children with SEN/D 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 carryout observations of all staff throughout the year, which include how children with SEN/D 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 find out how parents and children feel about the provision.

What people say about us...

"The nursery staff supported my child a lot" (Parent 2021)

"I am 100% very thankful to nursery" (Parent 2021)

"The staff have provided me with advice on how to help my child at home" (Parents 2021)

"The staff always help me they are very kind and my child loves them. I am very thankful and think that Lillian de Lissa is the best nursery" (Parent 2021)

"Every opportunity is taken to develop speaking and listening skills. Adults are highly skilled in getting children to think, reason and explain. Additional training for staff in boosting early talk is having a positive impact. When questioning children, adults give them time to think before responding. Adults introduce challenging vocabulary linked to the activity. Through practical first-hand exploration, they help children to fully understand the meaning. Opportunities are provided to help children reflect on what they have been learning to do" (Ofsted 2018)

Concerns or complaints

If you have any concerns about the support your child is receiving please speak to the SENDCO, 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 <https://lilliandelissa.sch.life/Page/Detail?school-policies> paper copies are available from the school office.

Further support and advice...

- SEND Parent Link: 0121 303 8461 Email: parentlinkservice@birmingham.gov.uk
- SENDIASS (Special Educational Needs and Disability Information, Advice & Support): 0121 303 500 Email: SENDIASS@birmingham.gov.uk
- Physiotherapy Advice Line: 0121 465 4461
- SALT (Speech & Language Therapy) Advice Line: 0121 466 6231
- OT (Occupational Therapy) Advice Line: 0121 683 2325
- CASS (Children's advice and Support Service): 0121 303 1888 Email: cass@Birmingham.gcsx.gov.uk
- Early Help Hub: www.birmingham.gov.uk/love
- Birmingham Children's Hospital: www.bwc.nhs.uk

For more information visit Birmingham Local Authority's Local Offer:

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

Further support and advice...

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