My name is Katy Wood and I am the special educational needs and Disabilities coordinator at Weoley Castle Nursery & Preschool. We believe every child has a right to an education, to inspiring experiences and to reach their absolute potential here at Weoley Castle Nursery. We work as part of a highly qualified and experienced team in partnership with all of our parents to support and guide our children and help them start their educational journey without barriers and obstacles. We believe early intervention is the key to helping to break down these barriers and aim to identify a child's needs as soon as possible in order to do this, we're here to hold your hand every step of the way.

Our Birmingham SEND policy which follows the Birmingham offer is available through our website. If you have any queries please contact me via enquiry email address or the main school number 0121 427 1058.

SEND Information Report Contents

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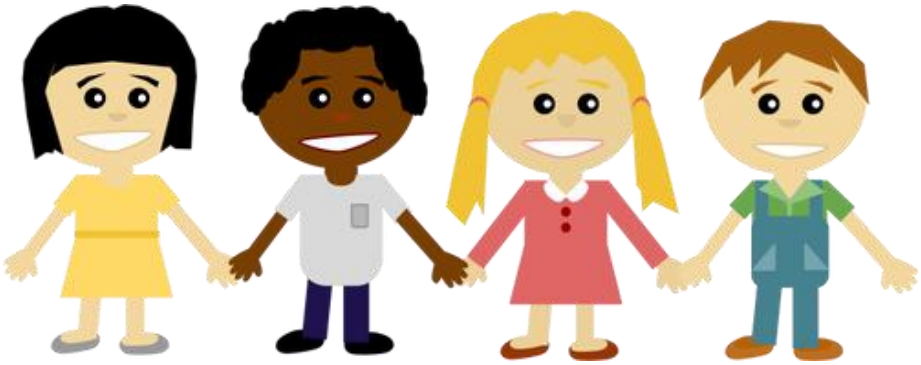
Types of SEND



We understand at Weoley Castle Nursery and Preschool that every child is unique. They bring with them their own joy and they each have their own needs. It is our job to take care of them all, meet their needs, provide a stimulating and exciting environment, whilst keeping them safe and giving them a hand when they need one.

Our school provides additional or different provision for the following needs;

Communication and Interaction- Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech and language difficulties

Cognition and Learning- Dyslexia, dyspraxia, dyscalculia, downs syndrome

Social, emotional and mental health difficulties- Attention deficit disorder (ADHD), Oppositional defiance disorder (ODD)

Sensory & Physical needs- Visual or hearing impairments, cerebral palsy, epilepsy

These lists are not exhaustive and we will aim to meet every child's needs where possible.

At this tender age, you may not have any idea if your child could have a diagnosable need. That is also something we can help and support you with. Our Early intervention programme means we are very good at monitoring and observing for possible needs at an early age. If you're in doubt or questioning things please have a chat with me, share your concerns and we can begin to monitor things for you and your child. Bring your child along to our 'Castle Approach' programme- a very early group that allows us to observe your child and intervene and get referrals started early on where needed. Here are the different areas of need in more detail;

Types of need and what that could look like	Examples of support in our school	How we check it is working
Cognition and Learning Some children find learning more difficult than others. They may need: More time to learn new things and to think about their answers; For information to be repeated or presented in a different way; Help to hold information in their heads during a lesson; For new learning to be broken down into small bits of information.	We use SEN & Early Support Plans to set targets and activities for children based on their needs. We have teaching assistants who are trained to: Support in class, adding to what the class teacher is doing Take children out of class to help with things they are finding difficult to learn. We have support from specialist teachers and outside agencies to support children with learning needs.	We review SEN & Early Support Plans regularly and when needed Teaching staff meet regularly to talk about every child's progress and how to support them with their learning needs. We use a whole school assessment system to look at data which tells us who needs help. We talk to parents, children and agencies regularly to review the progress children are making.
Communication and Interaction Some children need help to develop their	We use Speech and Language Therapy	We review speech, language and

communication skills and learn how to interact with other people. They may need: Help with their speech and language skills; Help to understand what others mean when they are talking; Help to deal with things in the environment that are new, like unusual smells and sounds; Help to learn about topics that are new and unfamiliar; Help to feel ok about times when things change.	Services to help children with language needs We help children when things change by using transition booklets and visual timetables We sometimes teach children new topics and words before they see it in the classroom so they are ready for the new learning We work with the Communication / Autism Team (CAT) to help children who learn in different ways	communication targets regularly Teachers talk to each other about the progress children are making The SENCO and the Children's Team look at what is being provided and how it's working The children are given time to feedback about what works and what doesn't work for them.
Social, emotional and mental health difficulties Some children find it hard to manage their feelings and behaviour. They made need help to: Follow our school rules	We get advice from Educational Psychology, and a Psychotherapist trained in working with children who have social, emotional and mental health needs.	Everyone at school takes responsibility to support children with Social, Emotional and Mental Health needs.

Understand how they are feeling Make friends Keep themselves and others safe Listen and follow instructions	We work with City of Birmingham School to develop strategies for children with behavioural needs. Teachers set high expectations for behaviour and have support from school leadership to do so.	Everyone is aware of their duty to report, monitor and plan for the needs of individuals. Pupil Progress Meetings includes time to discuss how children are developing, including their social and emotional skills.
Sensory and/or physical needs Some children have a disability which can mean that accessing the school building and the curriculum can be more challenging. They may need: Help with their hearing or vision; Help getting around the building Help with their specialist equipment such as specialised chairs,	Our school is made to be as accessible as possible We have made our schools as safe as possible We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments. We work with Occupational Therapy and other agencies who give advice.	We carry our risk assessments and reviews of children's needs regularly. We ask outside agencies to review our setting when we have children who have specific needs. We consider children's sensory and physical needs when they move to

wheelchairs, feeding and special medical equipment, medication, other walking aids etc. Help if they have more than one physical disability or medical needs that need a trained person to support with.	We can hold 'fine' and 'gross' motor skills groups to develop physical development skills.	new classrooms and to new settings.

Dear Katy,

We want to take this opportunity to wish you and all staff at Weoley castle Nursery to have lovely holidays break. All of you are doing wonders with our tiny shining stars.

Weoley Castle Nursery school is a place where our daughter had lots of joyful moments throughout this half term and we hope she will have a wonderful time ahead.

Since day one , we have found WCN staff extremely welcoming and helpful. When we moved in this area in June and started looking for school places for my children, we were worried about [redacted].

Since our first phone call when we enquired about admission and mentioned about [redacted] additional needs, the staff's response was extremely welcoming and positive. (It was not like other schools where previously we were looking for [redacted] admission. Their response was hesitating, when we mentioned that [redacted] is under ASD screening). The first day we brought [redacted] in, the staff greeted her with cheerful smiles and lots of fun activities. When we discussed [redacted] additional needs, the staff assured us that they can fully accommodate [redacted] needs. We found the staff very welcoming, cooperative, and equipped with skills to help nurture the children in their Learning.

We were happy that we made choice of WCN for [redacted] to attend. And we are proud of our decision.

Once again Thanks a lot for all your support, time and effort you spend with my child. School is the second place after home, where a child spends most of his/her time. We are confident that [redacted] attends a great place where she is valued and accepted without any hesitation.

Have lovely break.

Kind Regards

Parents of [redacted]



How we identify and assess

We use lots of different ways to assess your child's learning. All these ways refer back to the Early Years Foundation Stage Curriculum and getting your child ready for Reception in Primary School. We use Wellcom language programmes and assessments initially as a starting point with every child. We also use Schedule of Growth assessments to gain a really detailed look at your child's abilities.

When we have these assessments we are able to tailor your child's programme of learning to their specific needs. This is when we really need your input! We want to ask what you think and we want you to feel in control of your child's pathway. If we identify gaps in your child's learning or development or we simply find that they need a bit of help with some areas; speaking to you is the most important part of this journey. We value parent partnerships and we know that this is your journey as well as your child's, we want all of you to join us for this ride.

Sometimes slower than usual progress or differences do not necessarily mean a child has SEND. We are trained in attachment knowledge, trauma informed teaching and nurture programmes, which encourage good relationship building. Children sometimes need a little extra nurture to inspire them to begin learning- we can do that too and more importantly we can identify the difference.

We keep records of interventions and notes from meetings and discussions we have with parents. They are all added to children's records to inform the next stage of their school pathway.

If it is decided between us all that your child needs an Early Support Plan (ESP), we can write these with targets included and methods of how you can help your child achieve them. We will give you a copy of this plan and review it termly to see how your child is getting on. Your input to this process is invaluable. You will be included every step of the way, after all, you know your child best.

Reviewing Process- ESP



We use the ASSESS-PLAN-DO-REVIEW cycle with our Early Support Plans-targets. We use the code of practise to guide us through these cycles.



EHCP's Education, Health and Care plans

If your child has significant or lifelong difficulties we may ask you if we can request an assessment. You can also request this yourself as a parent/carer. It is better if we all work together to request this assessment though to give your child the best, detailed plan. This happens when we need multi-agency approaches to assess or support your child. We would decide this at a TAC meeting (Team around the child) where we would discuss with you all the observations and assessments we have on your child and decide if requesting an assessment is right for you and your child.

This process then takes up to 26 weeks and the local authority and SENAR work with us and other professionals to assess your child's needs. If they agree your child needs a plan the EHC is drawn up with input from everyone who knows your child. This plan travels with them through to age 25 years old. It will be reviewed regularly (usually yearly) and adapted as your child grows. It means your child gets access to extra funding and resources to help and support them in school, college and university.



Transitions to School

It is really important for our children to feel safe and secure when they move into Reception and a new school. We have set up a detailed transition programme that allows all our feeder schools (some years we feed into 22 schools) to meet your child, introduce themselves and meet and group up with other children who are going to your child's school. As the Deputy Head Teacher and SENDCo I make sure I speak directly to each schools SENDCo and transition your child verbally in a personal telephone conversation about your child's needs. I then follow this up with a transition document, which details your child's achievements and assessment information at the time of transition. Lastly, we hand deliver all SEND documents, plans and support packages that we had in place so that your child's new school knows your needs before you have even stepped a foot through the door.

We have developed fantastic relationships with the SENDCo's in all our 22 feeder schools. They are also welcome to come and meet you in our setting whenever they like to get to know you better. We ask for parents permission for these visits, and give parents the opportunity to meet with schools too.



For some of our children a visual tool to help them become familiar with their new teacher and school is really useful, we can help you with this too. We can work with your chosen school to create a visual booklet for you to take home and talk through with your child to prepare them.

Our teaching and curriculum approach to children with SEND

We are truly committed to a graduated response to our SEND provision. We are guided by the most up to date research. We maintain a firm grasp on our ethos as a school following our High scope approach. All our teachers are SEND teachers, we believe every child has the right to access their education with the same amount of fun and exhilaration irrelevant of their starting points.

We want all our children to excel and achieve their potential, making sure they enjoy this starting point in their educational journey. We want their first taste of school to be a sweet one.



We run small group interventions daily for speech and language difficulties. We also run some fantastic peer-to-peer sessions where children develop their interaction skills with their friends. Alongside these we also work with children as the year progresses to be able to hold mark-making tools to write, develop phonics and recognise maths problems. We use play as a vehicle for all of these intentional teaching groups. We never want the fun to be taken away from learning here at Weoley Castle Nursery and Preschool.

Our understanding of the brain and how it develops is key to our SEND approach. We really understand and teach in a way that respects small brains and their capacity to grow given the right environment.



Staff expertise and training

As the school SENDCo I am also the Deputy Head teacher and the Safeguarding Lead. I completed the National Award for Special Educational Needs Coordination at Birmingham University some years ago and I work five days a week at Weoley Castle Nursery and Preschool. Previously I have worked throughout the Primary age phase, from Year 1 to Year 6. This helps me to understand how important it is for things to be in place to support children as soon as possible in the Early Years.

I have an assistant SENDCo Kate Taylor, she is also a qualified classroom teacher with the children on a daily basis. Alongside her we have two other qualified classroom teachers, Olivia Plant and Janine Lakin as well as Assistant Head Teacher, Lisa Collins. They help to make sure all children have access to highly qualified professionals, who understand and uphold the SEN code of practise. Lesley Harris the Head Teacher leads the way with her firm grasp of the importance of an excellent SEND provision, she supports this as a school priority.

We have 21 teaching assistants, nursery workers and play workers who make up the rest of our teaching team. They have all been trained in the following;

- Wellcomm delivery
- The graduated SEN approach
- Adverse Childhood Experiences (ACES)
- Trauma informed teaching
- 0-5 brain development
- Tier 1 Autism
- High Scope delivery through the curriculum
- Team Teach
- First aid for children and adults
- Speech and Language development
- Makaton Training

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Who do we use to support us?

Agency or Service	Who they work with	How school can get in touch with them
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 SENDCo 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 SENDCo 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 where needed	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.
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.

Equipment, buildings and facilities

Each year we have a resource audit across our three sites. We make sure we replace old equipment and update sensory SEND resources. On a termly basis I ensure the SEND children also have everything they need. As their needs change and they grow we provide the right equipment.



This also means the human resources we have get reviewed regularly. We make sure our key people are attached the key children where needed and the relationships are positive and encouraging for both child and teacher.

Weoley Castle Nursery and Preschool has three sites, so it is likely we can accommodate your child's needs on at least one of them. We have adapted our sites to include ramps where we can to make accessibility a priority. We have two members of our sites team who are happy to make adaptations to suit all need; they are a very important part of our school team.

This strong team works together to evaluate the effectiveness of our SEND provision every year as our cohorts change and we welcome new children. We use provision maps to track this effectiveness.

We like to incorporate as many amazing experiences for our children throughout the year, this includes our SEND children, we make sure they are included in all our off-site visits. Each week we visit our own woodland haven. It is positioned on our Preschool site and we affectionately call it Acorn Wood. Here the children visit together in their groups and learn about the outdoors, mini-beasts, plants, growing and all of the wonderful things nature has to offer. This experience is priceless for our young minds.

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:
We have access to Person-Centred Trained staff who help us to involve children in reviews of their needs;
Some children have a 'one-page profile' to help them and their teachers understand their needs;
We have visual timetables which help children understand what they need to do;
Some children have help to assess their own learning and the curriculum is personalised where needed.

Complaints about SEND provision –process

If you are a parent of a child at Weoley Castle Nursery and Preschool who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENDCo in the first instance k.wood@wlycstln.bham.sch.uk
Alternatively, please visit our school office or telephone: 0121 427 1058. Our staff will then talk to you about how you can get in contact with our SEN Governor. We also have a complaints process detailed on our website.

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 and the SENDCo meet three times per year to discuss the SEND provision, before governor meetings, so that they can report back on the provision for children with Special Educational Needs and the support they get from the school and their partners.

Links and support services

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

For parents / carers	
SEND Parent Link Contact Line	parentlinkservice@birmingham.gov.uk or 0121 303 8461
Early Help Hub	www.birmingham.gov.uk/love

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