What can I expect of Garretts Green Nursery School if my child has special educational needs?
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We want your child to feel safe and happy in school.

Every child has a special person, a Key Worker, to support his or her needs and who will explain to you the ways in which we can help your child to learn and play and enjoy his or her time at Garretts Green Nursery School.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

If you raise a concern with us, or if we become aware that your child may need some additional support, we will ask you to come and talk with us so that we can find out as much as possible about your child.

We want to find out about your child’s likes and dislikes.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

What will happen if my child needs additional support?

First of all, we will arrange to refer your child to the person who can help to find out exactly what support may be most helpful and effective.

Then, when your child has been seen by the professional people we referred to, you would be sent a report which would also be sent to the school (with your permission). This would tell us how we should begin to help your child to make progress.

We would write a plan which would say what we should do and how you can help at home. It may also identify others who may be able to help. We would then implement the strategies and monitor how successful they are in helping your child to make progress.

If your child makes good progress, we may develop a new plan with you or, if we all feel that more support is needed, we may decide that we need to apply to the Local Authority for Statutory Assessment.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

We will support your child with additional activities and resources in school.

We will plan to deliver activities which will help your child to achieve well in school.

We will make sure that we review progress and that the support we give is really helping.

If we find that your child is not progressing as we would all hope, we may then involve other professionals who would provide guidance and support.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

We will develop a one-page profile which identifies what your child can do, what distresses him or her and what can be done to calm down.

We will support your child with additional activities and resources in school.

We will make sure that all the resources that would help your child are available. This may be a now and next board, a visual timetable or a timer, for example.

If your child cannot tell us how he or she feels we will talk to you and we will observe them at play to find out what they like and don't like.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

We will adapt learning to help your child.

To help your child, we will make reasonable adjustments to our environment, to the activities offered and to the ways in which we teach.

We will offer activities and experiences that develop social skills, turn-taking, sharing, learning how to make friends.

We offer cooking activities, visits to the local shops and cafe, and a trip to the post-box to develop life-skills.

We structure the day and establish routines for children with autism.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

How do we adapt our environment to support children with autism?

Our environment is adjusted according to the needs of the children in our care.

We are able to offer quiet spaces and dark areas when children require them. They may have a place to retreat to if distressed. We also have a sensory room where the children be calm and benefit from sensory experiences.

We usually have low levels of lighting and all rooms have blinds. The noise levels can be minimised too, as the Resource Base has very small numbers of children.

Each room uses consistent strategies for ending activities with a warning and by using a timer as a count-down to finishing tasks.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

If your child is likely to need support which may be most effectively provided in schools equipped to manage specific learning needs, you may decide that the support should be in specialist provision, a Special School or Resource Base.

In this case, Statutory Assessment is needed in order to ensure that your child’s needs are set out with the learning experiences needed to support him or her. The type of school which will be most appropriate will also be named. Other people will be involved in adding to the plan. Your child may need some medical support, for example. Most importantly, your views will be requested and acted upon wherever possible.

When all this Statutory Assessment has been completed, a legal document will be produced. This is your child’s Education, Health and Care Plan and it is a bit like a passport to the support your child needs.
What can I expect of Garretts Green Nursery School if my child has special educational needs?

**What happens if a Statutory Assessment is not needed?**

For the majority of children, their needs can be met in mainstream schools with additional support given in the classroom. This may mean that your child needs can be met by using different resources or by having some one-to-one time with an adult, for example.

At Garretts Green Nursery School a plan will still be written which tells everyone what we will do to support your child and also how you may help at home. We will meet regularly to make sure that your child is making the progress needed and any changes will be made at this point. We will always involve parents fully. We may also involve outside professionals, with parents’ permission.
Open and honest communication

Our staff will explain the processes that we need to follow to support your child, sharing information and asking you for your views.

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

We will involve you in any discussions about how professional people may be able to offer support and we will always ask for your permission before we invite professionals into school.

We monitor your child’s progress in school, discuss with you the progress you see at home and we make sure that you have copies of any assessments that we make. Then you will be invited to join us to make plans and set targets for your child’s learning.

Good communication is the key to successful partnerships between home and school.
Open and honest communication

As a school, we must have a SENCO who is able to arrange meetings, invite professionals into school, to support your child and to offer you any help that you may need.

We have a strong SEN team who work with each other, with you and with outside professionals to support your child. Our team consists of Lesley Martin (Head Teacher), Claire Henebury (Assistant Head Teacher/SENCO), Gaynor Harris (Assistant SENCO) and Sam Richardson (Family Support).

Debbie Bushell offers Language support, Tracy Rose runs Nurture Groups to develop confidence and Andrena Bevan manages Motor Groups.

Our Special Educational Needs Coordinator ensures that all staff know what your child needs to do to learn.
Open and honest communication and a partnership approach.

We are lucky to have well-qualified professional people who help us to offer the best opportunities to your child.

The Communication and Autism Team, CAT, provide ideas for activities, training, guidance for staff and support for parents and children. We are able to access the expertise of people who can help us all, people who visit us regularly and get to know the children and families.

Our Educational Psychologist, EP, visits often, too. Our EP has offered support for families at coffee mornings and drop-in sessions as well as opportunities for an informal chat or a meeting to talk about progress.

Our EP is able to make assessments and write reports about what your child can do, what he or she needs to do next and how this can be managed.

We all work together to make adjustments to our provision which will support your child.
Open and honest communication and a partnership approach

Help is always at hand.

Speech and Language Therapist. If we feel that your child needs to be seen by a Speech and Language Therapist we will ask your permission to refer to their clinic where some ideas will be provided to improve speech.

Depending upon your child’s needs we will ask others for help, with your permission. Others who might help...

Physiotherapists may be contacted for support if your child needs support to develop mobility.

There are many people we can call upon to provide your child with support, depending upon his or her need.
Open and honest communication and a partnership approach

Working together to get the very best for your child!

There are organisations who can offer a wide range of support. We can direct you to the organisation that can help you.

We have a Children’s Centre on site and can signpost you to Family Support which is more intensive than that which we offer ourselves.

We can help you to complete applications for funding for sensory equipment at home, for example, through charitable organisations.

SPECTRUM, a support group, meets locally...a group of people who meet talk about concerns, and ideas, share advice and listen to speakers, established by a parent who is also a teacher this group offers a wide range of services to parents.
Appropriate and effective teaching and learning

Garretts Green Nursery School and Resource Base

Garretts Green Nursery School has a staff team who are trained to a high level to support children with additional needs.

Working together to get the very best for your child!

Usually, your child can be supported effectively in mainstream Nursery where increased attention and support along with specific targets for their learning enable them to make good progress.

All our staff, including office staff and caretakers have been trained in autism awareness (Level 1). All teaching staff have been trained to understand what strategies and resources will help a child in school. Several members of staff have higher levels of training.

There are also members of staff trained to support the development of speech and language, physical development and well-being and self-esteem.
Appropriate and effective teaching and learning

Medical needs will be supported by staff who are sensitive and caring.

Our staff are all trained annually to administer asthma medication and inhalers. We store children’s medicines safely but on hand in case of emergencies.

We are also trained each year to use an Epipen for children who have severe allergies.

Staff have experience of supporting children with complex medical conditions requiring tube-feeding or oxygen.

We are all trained annually to support children who suffer from febrile convulsions and epilepsy.

I know that there are lots of people who will look after me.
We offer a range of learning opportunities to all our children.

Appropriate and effective teaching and learning

When children have a condition such as autism they may be able to manage the routines of mainstream Nursery but may also be anxious at times and prefer to be in a quieter environment. Some children may benefit from learning in Resource Base where there are no more than 6-9 children with a high ratio of staff to children. If their language is at an early stage of development we will use a picture-exchange communication system which allows children to communicate using symbols, pictures or objects alongside developing vocabulary.

Staff in Resource Base have a high level of expertise and have contributed to the development of Autism Education Trust’s training materials for supporting children with autism. They are skilled at managing challenging behaviour and compliance.

Our Resource Base is a happy place where children can learn and grow at a pace that suits them, using specialised teaching, teaching materials and techniques.

Children are usually offered a place in Resource Base by SENAR (Special Educational Needs Assessment and Review Service) who are the organisation who arrange Statutory Assessment and Education Health and Care Plans for children with more complex needs. However, the school is also able to use the invaluable expertise of the staff and the calm environment to support children from mainstream Nursery to achieve positive outcomes.
Appropriate and effective teaching and learning

Learning is fun!

We offer a range of learning opportunities through high quality teaching by well-qualified staff.

When children need a little extra help we offer additional learning experiences in small groups which allow children to develop confidence and a willingness to have a go.

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 are likely to use a range of strategies, such as visual timetables, now and next boards, simple signs and symbols and other resources to enhance learning.

Staff also use basic signing linked to routines such as snack-time

Resource Base offers support to children with autism and communication difficulties.
Appropriate and effective teaching and learning

A well-equipped sensory room is available on site for use by all children.

Families are invited to Workshops, Grandparents’ Days, Dad’s Story Week, and more.

We have a Forest School managed by trained leaders. Children are involved in Eco School activities and Sustainable Schools Project.

Children take part in trips to the post-box, the shops, the cafe, the local country park and more. They visit St. Giles’ Church at Christmas for the Nativity story and to ring the church bells. The children take part in a lamp-light Nativity and take part in a dragon dance procession for Chinese New Year.

A ceramic artist visits us frequently and a music specialist involves all children in music activities.

Learning is fun!
We are happy to visit schools with you, if you would like us to accompany you.

We will make a plan to visit the school you choose with your child so that he or she becomes familiar with the new environment.

Our staff will provide a Transition Book so that you have photographs of the new school and the staff. You will be able to share this book with your child through the holiday or before he or she moves on.

We always invite staff from your child’s new school to visit our Nursery so that you and your child can meet the new teacher and so that the teacher can find out about your child.
What people say about us.

Children with learning difficulties receive outstanding teaching.

OFSTED 2012

The practice of the whole team is really excellent and it was great to see your fabulous resources and to meet the children, who were clearly confident and happy in that environment.

Andrea McCloud Birmingham University 2013/14

Achievement of all children in personal, social and emotional development is good due to the excellent relationships between adults, children and parents.

OFSTED 2012

Parents I met during my visit were enthusiastic about the provision for their children and the way school keeps them informed of what their child experiences and achieves.

Quality Mark 2013
What does this mean....

**Statutory Assessment:** this is a time when all the people who know about your child’s learning and development contribute a report to SENAR in order to define the best support for your child in the form of an Education Health and Care Plan.

**SENAR:** Special Educational Needs Assessment and Review Service. This is a group of very experienced people who work together to look at all the information collected during Statutory Assessment from you and all the professions working with your child. A panel of people will make the decision about the best support for your child.

**Education, Health and Care Plan:** (EHCP) This is the legal document produced as a result of all the reports on your child. It states how your child’s education can be best sup-

**Special School:** There are a number of special schools in Birmingham, many catering for very specific needs. Some support children with physical needs whilst others work with children with autism, for example. These schools have a huge amount of experience and expertise to support complex individual learning needs. Your child will need an Education, Health and Care Plan to access this type of provision.

**Resource Base:** Some Primary Schools have a Resource Base attached to them. Here, there will be staff with experience and expertise to support children who may be able to access lessons or activities in mainstream school, sometimes with an adult, but with the aim of moving into mainstream school as much as possible.