

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 SENCO. Our SENCO is Tamar Cohen. If we have any concerns we will speak to you as soon as possible.

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

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

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

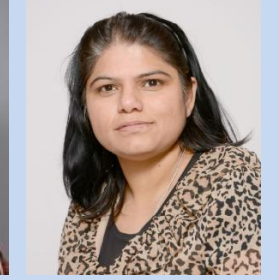
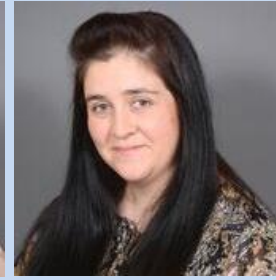
You will be kept fully informed of all the support your child is receiving and you will be involved at every stage of the process.

Together with the SENCO and any specialised services, you will contribute to agreeing targets that will support your child's needs.



**Bloomsbury
Nursery School**

Our Team....



Tamar Cohen
DHT & SENCo



Sally Davies
Executive HT



All of the staff at Bloomsbury Nursery School have received training to support children with a range of needs. Your child's keyworker is able to answer many questions, provide support and identify pathways with parents. The SENCo, will work with parents and keyworkers as a team.



Appropriate and effective personalised teaching and learning

At Bloomsbury 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 SENCO, 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.



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



Sensory and Physical



In nursery every classroom has a range of sensory activities and resources to support all children's needs. We also have:

- Sensory room
- Soft Play
- Sensory boards



Physical & Sensory Equipment



We have a 2 year old garden space and a 3 to 4 year old garden space. Each garden has physical equipment appropriate to the child's age and development needs.

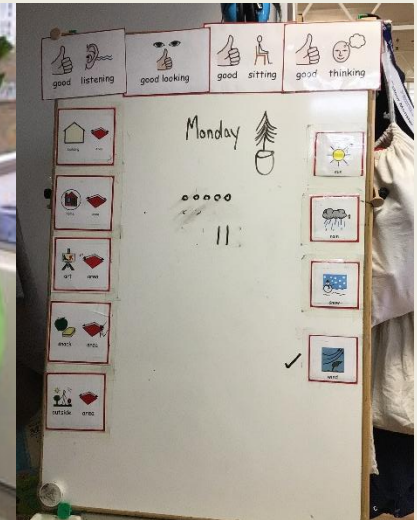
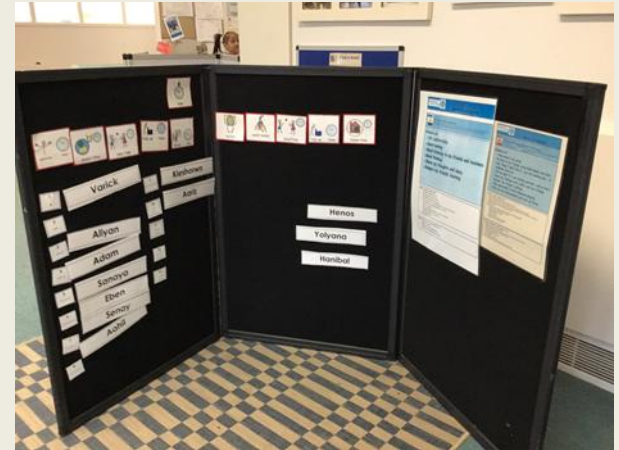
Each day educators also set out equipment to support with sensory circuits such as:

- Obstacle course
- Wobble ball-
- Peanut ball

Visual Resources

To support children to access learning in nursery we use visual resources to support, such as:

- Group Time board – choose what area to play and write their name, weather, group time rules
- Sound board (goes around the group to minimise distraction) – visual timetable, children's names and number
- Some children have specific seating, weighted blankets
- Choice board



Specialist Provision

At Bloomsbury Nursery School, we have a specialised teaching and learning environment for children with Complex and Significant needs. Children are able to attend a morning session for up to 3 hours, an afternoon session for up to 3 hours, or all day if appropriate.

Individual children's needs are assessed and access to this provision is funded through a range of funding streams such as; Inclusion Support for Early Year (ISEY), Sen Support Provision Plan funding and Top Up Funding through the Education and Health Care Plan.

We have Early Years Educators, who support the children throughout their session, using a range of specialist teaching strategies such as:

- PECS training
- AET Tier 1 and 2/ 3
- Makaton
- Visual Aids, objects of reference, ques and individual timetables
- Soft Play room/ Physical Space
- Sensory Room
- Sensory activities and sensory circuits
- Communicate and Print
- Attention Birmingham – Attention and listening interventions
- Curiosity Approach

How we work

Step 1 Gather information from
Parents/Carers

**Home Visits/ Stay and Play at Nursery
All about Me**

Step 2 Develop our knowledge of the
Children

WellComm

Baseline Assessments (EYFs)

**Step 3 Teaching and Learning,
Targeted intervention**

Continuous Provision – independent
play, educator supported, visual
timetables,

Targeted Support –all keyworkers have
photo cards, communication boards,
individual communication systems for
different children

SENCO

Family Support

Educational Psychologist

CAT Team

Health Visitor

Occupational Therapy

This support is accessed at each step



Graduated Response

Bloomsbury adopts the
Graduated Response for all children

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

- 1. Assess** - Bloomsbury Assessments are:
Baseline
WellComm
Tapestry – online Learning Journey
observations
- 2. Plan** - This happens daily and weekly, in
whole staff meetings
- 3. Do** - In a variety of ways
- 4. Review** - monitor every 2 weeks for a 6
week period. After 6 weeks a
decision will be made whether the
child needs a SEN Support Plan and
referrals to different professionals



A Partnership Approach

Bloomsbury 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 social, communication difficulties.

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 have access to family support and the team can help you to make a referral if needed.

Health Visitor

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

Consultation with Parents

Meeting with parents at nursery in July 2022.

SENCo and Keyworkers from both sides of nursery – 2-4 year olds. Met With parents and looked at the report. They shared what has been helpful and How to make the process clearer for Them.



Comments from Parents

- A parent shared that she would like reviews of her child's progress or deterioration every 2 weeks.
- "More coffee mornings with information and possibly a translator."
- One parent shared "our journey with nursery has been amazing. I have felt very included in decisions made about my child's learning. I would perhaps like a bit more of scheduled meetings (I know this can be difficult)."
- "I have learnt a lot of techniques/ methods of what I know now, so maybe at the start just a workshop with do's and don'ts etc."
- I would like to know more about how kids with different languages are supported if they don't understand English."
- Looking and reflecting on the Information reports a parent said "I would add more pictures to understand more."
- Every child is different and has individual needs. We have parents from all backgrounds and cultures and walks of life. We should try to be alternative to each need."

Consultation with Parents 2023

Parent Comments – **Things we do well**

- This is the first nursery I have been invited into to speak about kids learning and playing
- Extend the school
- Lots of good things happening at nursery
- My child enjoys Forest School and being outside
- I like the open plan environment – my child can be free
- My child enjoys learning through music and learning in play.
- I think its good that we celebrate all of the religion's
- I am happy with everything, the teachers, all the support they give to our kids – Thank you very much
- I am very happy with the support I get from the school and the teachers
- Thanks a lot for all you do for our kids...Thanks!



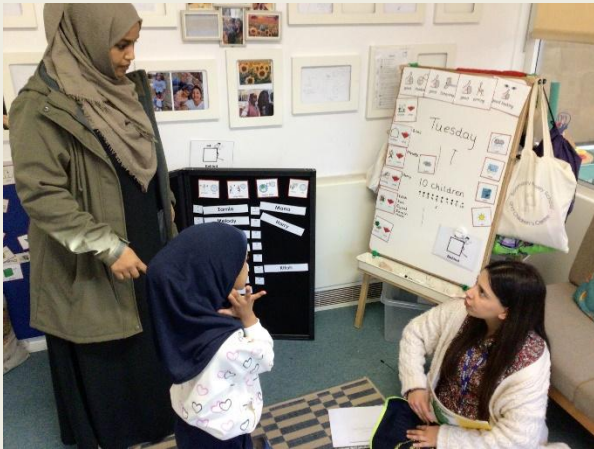
**Bloomsbury
Nursery School**

Parent Comments 2023

Things we can do to build on our provision for Children and Parents

- I would like more ideas to help my child with handwriting
- I would like to coming into nursery more, for about 10 minutes to see how my child plays and how they help her.
- More face to face communication with my child's keyworker
- More communication between parents and staff and when they move classroom
- More educational Trips
- I would like more photos on Tapestry, to show me how to help my child
- I need more support to get on Tapestry and upload what they do at home

Every half term we have a parent workshop in nursery. Please check our newsletter and calendar to see what's happening in nursery.



Communication Workshop November 2023. Parents joined our Makaton Sign a Story session, learnt about how we teach new vocabulary and joined their child in a range of activities in the environment. Parents also spoke to keyworkers about their child's interests.

Parent Consultations 2024

On October 15th, the SENCo, Communication and Autism Team (CAT), Pupil Support Service (PSS) and Occupational Therapy (OT) Team held an information workshop at nursery. Each professional spoke about their service, how they work and how they can be accessed.



At the end of the session, there was a chance to talk and for parents to share what they enjoy about nursery and what extra sessions they want this year.

Parent Suggestions - 2024

Below are the parent comments:

- I want to know how to approach activities with my child, when they don't want to do something.
- How do I find my child's motivations? What do they look like?
- How do I know how long my child can concentrate for?
- We would like more information on Tapestry – feedback, hints and tips
- More communication with keyworker
- Makaton Workshops for Parents to understand what the children are learning through Makaton
- How to handle my child's emotions, especially as they are going through an Autism Assessment.
- How do I help my child with their speech, their articulation, phonological awareness.

Nursery Actions following Consultation

- Nursery have planned Workshops for parents to show parents and carers how we teach and nursery and what tips they can use at home. Please follow this link to find our calendar of events:
<https://www.bloomsburynurseryschool.co.uk/>
- Communication Workshop with Speech Therapist – Chelsea Leahy and SENCo Tamar – 26.11.24
- Keyworkers added videos to specific children Tapestries modelling strategies and interventions - throughout the year
- Nursery emailed weekly updates of Stay and Play sessions and training through the Local Offer, e.g. – CAT Parent Awareness, Makaton, Transition webinars and individual meeting with Occupational Therapy, Sleep support.
- Arranged a Family Action Coffee Morning, and the Team explained what services they provide for the community and specifically for children with SEND.

Parent Consultations 2025



Aisha - OT

On the **15.10.25**, nursery held a SEND Coffee Morning. During this session parents were to meet the following professionals and understand their role and how they work with nursery and parents:

- Communication and Autism Team (CAT)– Catherine
- Occupational Therapist (OT) – Aisha
- Teacher of the Deaf – Carolyn
- Speech and language Therapist – Chelsea



Chelsea - SALT



Catherine - CAT



Carolyn - Hearing



Parent Feedback



Parents requested:

- More information about how to toilet train
- How to support children when they are having a temper tantrum; banging head or throwing things
- How to support their communication and language skills and for EAL
- How to support children when they put everything in their mouth, or have PICA
- How to help their child with their eating
- How to identify if their child has a SEND need
- More training for parents on learning and more coffee mornings
- How to develop play skills, and how nursery teach, also have activities to take home
- Look at behaviour and how to teach children respect and manors
- How to teach children to play with each other and share

SENCo Actions from Parent Request

- **19.11.25 - Emotion Regulation Workshop** with CAT Team at nursery
- **26.11.25 - Communication Workshop** and play in nursery with the Speech Therapist
- **14.01.26 - Toilet Training Workshop** with Occupational Therapist
- Individual parents invited to have a play session with keyworker and their child in nursery
- Half termly workshops in nursery on a range of topics – see calendar
- Email request to Occupational Therapy for Sensory training for parents



Communication Workshop



Parents listened to how children are supported to develop language through; books, objects related to the book, communication boards, visual timetables, not asking too many questions but commenting, modelling interaction.

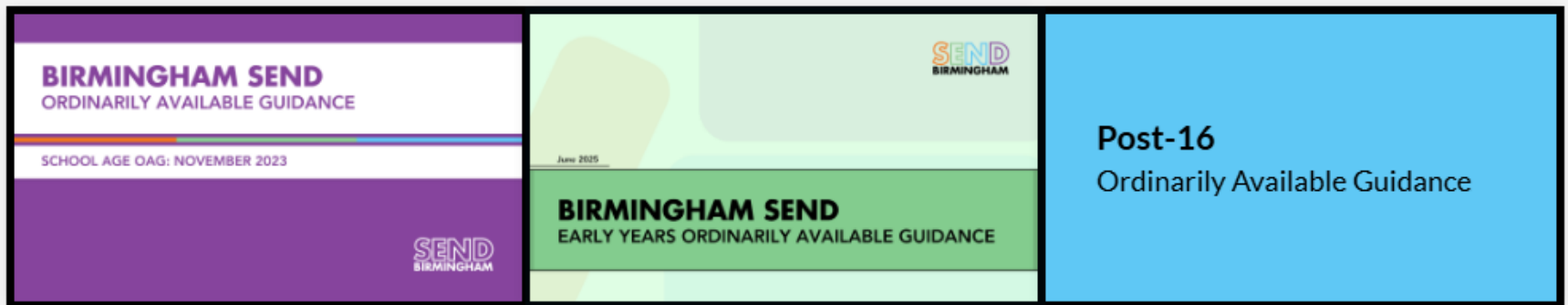
Chelsea (SALT) also met with parents to answer questions and share advice.



Ordinarily Available Guidance (OAG)

What is OAG:

This guidance outlines Birmingham's approach to supporting children with special educational needs and disabilities in education settings. It sets out the provision which should be ordinarily available in mainstream environments.



Please use the link below to access the documents:

<https://www.localofferbirmingham.co.uk/information-for-send-professionals/birmingham-ordinarily-available-guidance/>

Learning Walks

At nursery we have been looking at the OAG document with our nursery educators and our SEND professionals.

18.11.25 - We completed a Learning Walk with the Occupational Therapy Team

We looked at the C-SENSE Audit, which is a Checklist for Special Education Needs - School Environment (C-SENSE)

This provided us with a report highlighting our strengths when supporting children with learning and sensory processing. It also gave recommendations as to how we can improve certain areas, or ideas for more resources. We are excited to use this guidance to improve our provision over the year.



How can I find out further information on what Birmingham Local Authority can offer to help?

Local Offer – Birmingham

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

SEN 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)

Birmingham Connect to Support

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

Autism West Midlands

[Autism West Midlands - Embracing Difference, Empowering People](#)

SENSE

<https://www.sense.org.uk>

