PERRY BEECHES NURSERY SCHOOL

Our Local Offer

SEND Report

Updated September 2026

What can I expect from Perry Beeches Nursery School and Resource Base 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 a fully inclusive nursery school and support the needs of all children, including those with Special Educational Needs and Disabilities (SEND).

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 person 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 and the class teacher daily. At other times you may wish to speak to a member of the inclusion team.

At Perry Beeches Nursery School we operate an 'open-door' policy and are always available to talk to you, to offer help and support.

If you have concerns about your child's learning or development, or would like some advice you may wish to speak to Jackie or Claire. At least one of us is typically on site at the beginning and end of each day, or you can contact us using the details below.

Contact details: 0121 360 2199 or enquiry@perrybn.bham.sch.uk

UN CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 1: Everyone under the age of 18 has all the rights in the Convention

ARTICLE 2: The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Our Inclusion Team

Shilpa Rathore
Interim Executive Headteacher

Laura Brodie
Governor with Responsibility for SEND

Jackie Fortey
SENDCo and Deputy Headteacher

Claire McManus
Assistant SENDCo

We are a fully inclusive setting, which means that all children are considered as individuals, with their own set of needs and interests. For many children, this means their learning and well-being needs are met through our differentiated and adapted provision within the carefully planned environment, resources and positive relationships with adults being key.

How will I know if nursery has any concerns about my child's development?

Teacher or parent/ carer has a concern about their child

Teacher, SENDCo/Assistant SENDCo and parent/ carer meet to discuss concerns, a plan of action will be agreed, and a review date will be set.

The nursery will monitor and track progress and development

Teacher, SENDCo/ Assistant SENDCo and parent/ carer will meet to review your child's progress. Achievements will be shared, concerns will be identified, and targets will be set, based on your child's specific area of need. This will form the basis of an Early Support and SEN Support Plan, Individual Behaviour Plan or SEND Support Provision Plan. These support plans are tailored to support your individual child's needs.

Additional adult support may be needed. The SENDCo/ Assistant SENDCo will discuss this with you and gain your parental consent before applying for extra funding.

Regular observations and other forms of progress monitoring will be discussed at regular reviews involving your child's teacher, SENDCo/ Assistant SENDCo and parent/ carer.

After a period of intervention, it may be identified that your child requires support from external agencies. These services include Pediatricians, Educational Psychologists (EP), Learning, Language & Strategic Support (LL&SS), Physical Difficulty Support Service (PDSS), Sensory Support Service (SSS), Speech and Language Therapists (SALT), Child Development Centre (CDC) and the Communication and Autism Team (CAT). Parental consent will be obtained if any external agencies are needed.

After a period of intervention and input from external support services, some children may require a higher level of support in Nursery, or for when they transition to Primary School, the SENDCo will discuss applying for an Education, Health Care Plan Assessment (EHCP) or a SPP (School Provision Plan) and a Team Around the Child (TAC) Meeting will be held.

The nursery will monitor and track progress and development, and continue to hold regular reviews with you, and any external support services involved.

A partnership approach

It is important that parents are fully involved in their child's assessment process. We will work in partnership with you to support your child to have the best possible outcomes.

The SENDCo/ Assistant SENDCo will ensure that if an Early Support Plan, an SSPP or an Educational Health Care Plan is needed parents/ carers will be fully involved and have a voice.

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, PIC's Profile, DFE Assessment 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 person 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 SENDCo/Assistant 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 SENDCo/ Assistant SENDCo. If for any reason they are 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 SENDCo/ Assistant SENDCo will communicate with you regularly to make sure you have all the information you need and that you understand how the nursery school 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 registers at our nursery school you will be asked to attend an induction meeting and a stay & play session, this helps us to get to know your child so that we can be prepared for their 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 difference, 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 SEN Support Plan, Individual Behaviour Plan or SSPP.
- All children receiving additional support have a One Page Profile as part of their SEND support plan. This outlines each child's individual 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 SEND?

- 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 though our child centred curriculum. Activities are adapted to ensure all children's needs are met.
- We ensure all children are include 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 SENDCo 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 may 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 divergence.
- Language Groups to support children who are learning English as an additional language.
- Attention Autism – To support focus, attention, language development and shared attention skills.

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. We also followed a trauma informed and attachment aware approach (TIAAS).

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

- We follow the EYFS and assess all children using Development Matters. 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.
- Depending on the child's individual needs, we may use Wellcomm, PICS, DFE assessment tracker, sensory profile assessment and other additional assessment tools which may break down learning into smaller chunks.
- 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 SEND have individual targets set a least termly, the child's key worker, and practitioners/ Teachers are all aware of each child's targets, they are always observing and recording any progress made. These targets are reviewed by the SENDCo/ Assistant 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 SENDCo with the support of the Headteacher and Governors, ensures that training is up to date and is appropriate.
- If a child has a diagnosis or a medical condition and is enrolled to start at the nursery, we will arrange for specific training to be delivered by an external agency.
- The SENDCo attends network meetings regularly to ensure they have up to date information and to share good practice.
- 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). Several staff have received Tiers 2 and 3 training.
- Our team are trained in WELLCOMM. Makaton, TIASS and sensory circuits.
- We work closely with and attend training provided by the Physical Support Service and Occupational Therapists to ensure our school is inclusive for all children.
- Our SENDCo is Elklan –Level 3 Speech and Language trained and Level 3 Tier Autism Awareness trained
- Our Educational Psychologist and Communication and Autism team teacher create bespoke training packages based on our schools' priorities.

How will the SENDCo and Assistant SENDCo ensure the necessary people know about my child's needs?

Although each child has a designated teacher and key worker, your child will be taught by every member of staff. The SENDCo/ Assistant SENDCo liaises regularly with the whole staff team to share the targets set out in your child's SEN Support Plan, Individual Behaviour Plan, or SSPP. This ensures these targets are focused on by all members of staff during all nursery activities.

The staff team meet regularly to discuss children's progress and share strategies that they have found successful when working with children so that all staff are able to tune into each child's individual way of learning.

How will the nursery day be made accessible for my child?

The Nursery has been designed to ensure accessibility for all children:

- Accessible changing and toilet facilities
- Our 'open plan' nursery environment layout allows for mobility and pupil access.
- One level flooring throughout the nursery
- 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.
- Visual timetables/ communication Boards & Signs
- Specialist equipment (obtained through the Child Development Centre/ OT/ PT if they are needed for the child during their nursery day)
- A range of different spaces (calm, physical, low light) to support children's sensory needs.

What resources are available to support my child?

- Discovery rooms
- Sensory Nest/Room and Garden
- Disabled toilet with changing facilities
- Ear defenders/ other ear coverings
- Open ended resources
- Visual resources including Makaton/PECS symbols and signs
- Visual timetables
- Story and song 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

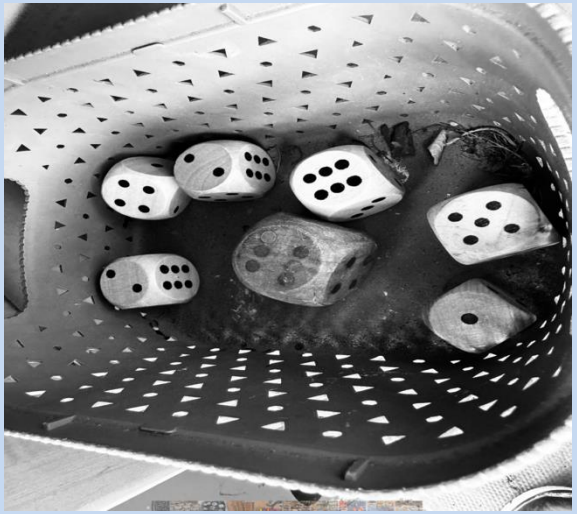
ARTICLE 23: A child with a disability has the right to live a full a decent life with dignity and as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
ARTICLE 28: Every child has a right to an education.
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.

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

Key Person and the SENDCo/ Assistant SENDCo are available for parents and carers to talk to about any concerns they may have about their child.

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 are used to support children with behavioural expectations and social situations. We are trained in trauma and attachment and use co-regulation strategies to support children in nursery and some children attend nurture groups.

If a child requires further support, we will meet with parents/ carers and their child's teacher to devise an Individual Support Plan. This is a supportive process, where we make decisions together about how we can help.



Everyone is included at Perry Beeches Nursery School…

We ensure all children are 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, and we make adaptions, as necessary.

We prepare children for special events with photographs, stories and visual timetables/ white boards)

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

We carryout risk assessments for all educational visits and events, and may need to organise for additional adults to support.

What people say about us…

"I am delighted with my child's care and education at Perry Beeches Nursery School. Thee staff are so committed; I could not be happier." (parent)

"I am so grateful that I found Perry Beeches Nursery School. It has made such a difference to our little boy's development. He is so much happier and more confident since starting with you." (parent)

"I was worried that my daughter would not cope in nursery, given her additional needs. How wrong we were. The team at PBNS have been phenomenal – knowledgeable, patient, understanding and encouraging. Always there to talk to. Thank you so very much". (parent)

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)
Supports children who are being assessed for, or already have, a diagnosis of Autism or a communication difference.

Find out more: https://www.localofferbirmingham.co.uk/communication-and-autism-team/

Speech & Language Therapy Service (SALT) –Support for children with speech and language difficulties.
Find out more: https://www.bhamcommunity.nhs.uk/childrens-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 SENDCo and advises how best to support children who have additional needs.
https://www.localofferbirmingham.co.uk/birmingham-educational-psychology-service/

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/paediatric-occupational-therapy

Sensory Support Team
Support for children with hearing or vision impairments.
Find out more:

Physiotherapy
Support for children with physical needs.

Language, Learning and Strategic Support
Work with school to help pupils with cognition, learning, and language difficulties; and other vulnerable groups, to progress and achieve to the best of their abilities. https://www.localofferbirmingham.co.uk/pupil-and-school-support/about-the-service/

Physical Support 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-
https://www.localofferbirmingham.co.uk/physical-difficulties_support-service/about-the-service/

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

When a child starts at Perry Beeches Nursery School:

- We invite parents/ carers to visit the nursery with their child for an induction meeting. 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 may conduct a home visit, 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 may 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 throughout the nursery to ensure children know what is happening next.
- We follow a regular routine every day.
- We may use photographs from home to comfort children during the settling in period.

When a child moves on to Primary or Special School:

- We will support you to choose the right school: https://www.localofferbirmingham.co.uk/education/
- SENDCo and a teacher from the Primary/Special School are invited to spend time in the nursery with the child.
- The SENDCo and a teacher from the new School are invited to a transition meeting with the SENDCo, 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/ Special School are organised, where appropriate.
- Where appropriate the SENDCo will attend open mornings etc with parents/ carers when they are deciding which Primary/ Special School their child should attend.

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

The Governor with responsibility for SEND is Laura Brodie. She carries out observations in the nursery to see how children with SEND learn and play.

The SENDCo reports to the Governing Body regarding the progress and attainment of all children at least termly. This includes specific information about the children with SEND.

Our SEND Governor meets formally with the SENDCo yearly to conduct a review of SEND provision, to discuss the progress children have made and the support that has been provided. The Governor then reports his findings to the Governing Board.

How does the school evaluate the provision for children with SEND?

The senior management team monitor all children's progress and attainment at regular periods throughout the academic year. The SENDCo focusses specifically on how the children with SEND 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 SEND 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.

Concerns or complaints

If you have any concerns about the support your child is receiving, please speak to the SENDCo or the Headteacher. 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 via our website.

Perry Beeches Nursery School - Home

Paper copies are available from the school office on request.

Further support and advice…

- SENDIASS https://www.birminghamsendiass.co.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
- Birmingham Parent/ Carer forum www.birminghampcf.org

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

https://www.localofferbirmingham.co.uk/home/parents-and-carers/

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.brib.org.uk
- Kids Charity www.kids.org.uk
- Birmingham Forward Steps https://bhamforwardsteps.co.uk/health-visiting/
- Council for Disabled Children https://councilfordisabledchildren.org.uk/
- Family Fund https://www.familyfund.org.uk/
- Disability Living Allowance https://www.gov.uk/disability-living-allowance-children