SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)INFORMATION REPORT

(ALSO KNOWN AS THE LOCAL OFFER)

Jakeman

Nursery School with Daycare

- At Jakeman Nursery school we are dedicated to ensuring that all children fulfil their potential. We believe all children have a right to an inclusive environment.

- Our intention is to improve choice and transparency to enable families to make informed choices and have greater control over services they wish to access. Our aim is to set out a local offer of services for children with Special Educational Needs and/or disabilities and their families.

- As part of the Nursery's adherence to the values of Rights Respecting the Child we fully support,

"The purpose of education is to develop every child's personality, talents and mental and physical abilities." (Article 29)

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

We work with all children and will support all areas of need:

- 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-Updated 2024) which can be found by using the following link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Our child-centred curriculum ensures that all children are motivated to actively engage in their learning.

All children in nursery have support through differentiation and our child-centred 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 tailored adult support.

Who should I talk to if I am worried about my child's development?

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 provision within the carefully planned environment, resources and positive relationships with adults.

At Jakeman Nursery School we operate an 'open-door policy' and are always available to talk to you about any concerns you have about your child.

If you have concerns around your child's development, you may wish to discuss them with our Leaders for Inclusion.



Sofia Ahmed
SENDCo



Janine Maidment
BECo



Samantha Richards
Executive Head Teacher

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.

What can I expect at Jakeman Nursery School if my child has Special Educational Needs and Disabilities (SEND)?

Jakeman
Nursery School with Daycare

- Open and honest communication
- Appropriate and effective teaching and learning
- A partnership approach

We want your child to feel happy and safe at school. We want them to grow, learn and achieve throughout their time at Jakeman Nursery school.

Open and Honest communication:

Each child has their own keyworker who will get to know your child exceptionally well. They will be able to explain what is being done to support your child's individual needs and will help your child to learn and enjoy their time at Jakeman Nursery.

We welcome and encourage regular, informal discussion with parents/carers through our open door policy and share all aspects of children's well being and development.

- We will monitor your child's progress regularly and all parents/carers will be invited to attend termly consultations in order to discuss their child's progress and to provide feedback about their experience at Jakeman Nursery. You will be involved in making plans and setting targets for your child's learning.
- Depending upon your child's individual needs, we may need to access the support of other professionals. We will always seek your permission to do so and involve you in any discussions with professionals regarding your child's needs and development. This targeted support enables us to work together in order to best meet the needs of each child.
- Sofia Ahmed(SENDCo) and Janine Maidment (BECo) are a central contact for parents, keyworkers and external agencies in coordinating the provision, identification and support for children with SEND.

The SENDCo will explain everything to you and make sure that you understand what is happening. We always encourage you to come and discuss any concerns with us.

Appropriate and effective teaching and learning:

Jakeman Nursery ensures that all children, including those with additional educational or medical needs, participate in a broad and balanced curriculum.

- We offer a wide range of learning opportunities through high quality teaching by qualified staff.
- Planned support and targets are delivered through high quality first teaching which enables children with additional needs to make good progress.
- We understand that children learn in different ways. All of our planning is adapted to reflect the needs, interests and developmental levels of all children.
- We use a range of strategies including visual timetables, Makaton signs, symbols and other resources to help enhance learning.
- Children are afforded opportunities to take part in whole class sessions, small group sessions and 1:1 interactions with an adult in order to work on specific targets.

Open and Honest Communication

Co-production

Jakeman Nursery School is committed to co-production (Silver Award). We place equal value on the opinions and contributions from children, parents and carers and professionals in making decisions and improving the services and support and the experiences and outcomes of children with Special Educational Needs.
Co-production therefore requires involving you in an open and inclusive manner, right from the very start of your child's journey with us as a means of building and maintaining trust.

You can out more on the Birmingham Local Website
https://www.localofferbirmingham.co.uk/co-production

You have the right to give your opinion and for adults to listen and take it seriously. (Article 12)

Jakeman Nursery School works in partnership with a number of specialist support services in order to best meet the needs of all children.
These services include;
Speech and Language Therapists (SALT), Paediatricians, Child Development Centre (CDC), Communication and Autism Team (CAT), Educational Psychologists (EP) Children's Community Nurses, Health Visitors, Language, Learning and Support Service (LL&SS), Physical Difficulties Support Service (PDSS) and Sensory Support Service (SSS).

Our staff are trained annually to administer asthma medication using inhalers, to use Epi-pens for children who have severe allergies and to support children with epilepsy.

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

ARTICLE 8: Every child has a right to an identity. Governments must respect and protect that right.

ARTICLE 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health & well being, so that children stay healthy.

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

Teacher or parent/carer has a concern about their child's development



The SENDCo will meet with parent/carer to discuss concerns regarding child's development and set a review date



Extended period of monitoring to track child's progress



SENDCo and parent/carer will meet to review the child's progress. Concerns are identified and targets relating to the child's specific area of need will form the basis of an Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan. These support plans are tailored to support the individual child's needs.



Extra adult support may be needed. The SENDCo will discuss this with the child's parent/carer and gain parental consent for applying for extra funding for adult support.



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



It may be identified that the child requires support from external agencies. These services include Paediatricians, Educational Psychologists (EP), Speech and Language Therapists (SALT), Big Community, Child Development Centre (CDC) and the Communication and Autism Team (CAT). Parental consent will be obtained if any external agencies are required.



If it is felt that the child requires a higher level of support in Nursery, or for when they start Primary School, The SENDCo will discuss applying for an Education, Health Care Plan Assessment (EHCP) or a SPP (School Provision Plan).

It is important that parents are fully involved in their child's assessment process, we will endeavour to work in partnership with parents/carers in order for your child to have the best possible outcomes.
The SENDCo will ensure that if an Educational Health Care Plan or School Provision Plan is needed, parents/carers are 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 will the nursery day be made accessible to my child with SEN/D?

The school has been adapted to ensure accessibility for all pupils. Such adaptations include:

- Changing facilities
- 'Open plan' nursery environment layout allows for mobility and pupil access.
- Visual timetables
- Disability access ramps across the school
- Specialist equipment such as chairs, standing frames and walkers (obtained through the Child Development Centre and Physiotherapists if they are needed for the child during their nursery day)
- Quiet teaching spaces to support children's listening and attention skills
- Sensory spaces
- Care plans are completed prior to starting nursery these involve all professionals, teachers, SENDCo and Parent/Carers
- 'All About Me' profiles

How will the Inclusion Team ensure the necessary people know about my child's needs?

Although each child has a designated teacher, your child will be taught by every member of staff.

The SENDCo will liaise regularly with the whole staff team to share the targets set out in your child's Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan so that 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 all staff are able to 'tune into' each child's individual learning style.

How will my child's views be included in decisions about their education?

When your child starts nursery, our main priority is to build a positive relationship with them.

The better we know each child, their likes and dislikes, their strengths and areas of difficulty, the more effective our teaching will be. Robust observation and interactions with children ensures we capture their views, interest and areas of difficulty.

This in-depth knowledge of your child will form the basis for the targets in your child's Early Support and SEN Support Plan, Individual Behaviour Plan or SEN Support Plan.

We welcome and request parent/carer input into these plans to ensure we are providing a holistic view of the child.

Your child's teacher will talk to them about their learning and what their next steps are.

Our child-centred curriculum ensures that all children are involved in making decisions about their learning.

How will nursery ensure appropriate and effective teaching and learning for my child with SEN/D?

We are committed to providing high quality teaching for all children and have robust systems in place to monitor the standards of teaching across the nursery.

Children are taught in whole group sessions (10-13 children), small group sessions and one to one sessions, as appropriate.

The nursery follows the Early Years Foundation Stage Curriculum. However, we tailor the curriculum to meet the needs of the cohort and individual children. This may include the use of specialist resources and equipment.

We teach a range of specialist intervention groups to support specific areas of need. The focus for these group are:

- Communication groups to support children with speech and language difficulties
- Nurture groups to promote children's emotional well being and social development
- Physical development groups to develop children's gross motor and fine motor skills

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.

What resources are available to support my child's learning and development?

We have a range of resources to support children's learning and development. These include:

- OAG Early Years Strategies and resources Early Years: Strategies and Resources - Local Offer Birmingham
- A sensory room, which has a range of visual and sensory stimuli
- Sensory activities
- Cause and consequence toys
- Motion toys
- Sensory baskets/Sensory Food Play
- Musical toys and instruments
- Access to WELLCOMM resources (to support communication)
- Access to Early Communication groups (supporting children's targets)
- Story sacks with visual and auditory props
- Story phones
- Visual time tables that are tailored to the needs of individual children
- Bucket Time for increasing attention and listening skills

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

Our Behaviour Coordinator Lead (BECo) is Janine Maidment and she is 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. All staff are trauma informed aware and understand the impact of trauma on children's well being and development.

Staff are trained to manage children's behaviour sensitively, using positive reinforcement.

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

Occasionally, a child may have complex behavioural difficulties. In these cases, our BECo will meet with parents/carers together with 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.

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

We aim to make times of transition as easy as possible for the children in nursery.

When starting nursery, we:

•Complete a full induction with parents/carers, where we complete information records, discuss your child and answer any questions you may have, this may include a home visit to meet your child in a familiar environment.

•Organise a visiting session for you and your child to become familiar with the nursery environment and meet their teacher

•Follow an individualised settling in programme

•Liaise with your child's previous setting, if applicable

During the nursery day, we:

•Follow a consistent routine each day so that the children know what will happen next

•Use visual timetables and 'now' and 'next' boards, where appropriate

When moving to primary school, we:

•Invite the new school's teachers and SENDCo into nursery to see the child in nursery and talk to their teacher.

•We share the child's SEN Plan and targets.

•As required, we co produce an SSPP with the new school to support the child's needs on their transition to Reception Class. We attend local Transition events with local primary schools.

•Where possible, provide a transition book with photographs of their new teachers and places in their new school

How will staff trained to support the needs of my child?

At Jakeman Nursery School, we invest heavily in the training of our staff. We know that in order for children to fulfil their potential, staff must have the knowledge and teaching strategies they need to support them.

Whenever possible, training regarding particular SEND or medical condition takes place during whole staff training days. These have included Autistic Spectrum Disorder, Early Communication Difficulties, epilepsy, asthma, allergies and Epipen training.

If a child has a diagnosis of a condition, before they start nursery the SENDCo and Nursery Manager will arrange specific training regarding the condition. These training sessions are delivered by external agencies, who are experts in supporting children with this condition.

Our inclusion team attends regular citywide and local network meetings to ensure we have the most up-to-date information regarding inclusion and to share good practice.

- All staff Attended Allergy and Asthma Training Date: October 2026 (Annually)
- Executive Head Teacher completed the SENDCo Qualification Level 3
- SENDCO (To access the NPQ SENDCo Award September 2027)
- BECo has completed, Level 3, Understanding and Implementing the Role of Setting Based SENDCO and holds a Level 3 in Special Educational Needs.
- SENDCo has accessed Local Authority New SENDCo Training
- Beco hold AET Level 3-Leading Good Autism Practice
- All staff have attended autism awareness training September 2026
- BECo completed Play and Interaction and lead good autism practice in school (PIC)
- Staff have attended positive handling training
- SENDCo accessed Person Centered Review Training 2026

USEFUL TERMS AND ABBREVIATIONS

ADD /ADHD	Attention Deficit/Hyperactivity Disorder
ASD NDP	Autistic Spectrum Condition /Disorder Neurodevelopmental Pathway
CAMHS	Child & Adolescent Mental health Services (Called FTW in Birmingham)
CAT	Communication & Autism Team
LL&SS	Language, Learning and Strategic Support Team
DLD	Developmental Language Disorder
EHCP	Education & Health Care Plan
EP	Educational Psychologist
FTW	Forward Thinking Birmingham
GDD/GLD	Global Developmental / Learning Delay
IPSEA	Independent & Parental Special Educational Advice Service
LA	Local Authority

USEFUL TERMS AND ABBREVIATIONS

OT	Occupational Therapist
PST	Physical Support Team
PECs	Picture Exchange System
SALT/SLT	Speech & Language Therapist
SEN	Special Educational Needs
SENCo/SENDCo	Special Educational Needs/ and Disabilities Coordinator
SENDIASS	Special Educational Needs & Disabilities Information Advice & Support Service
SM	Selective Mutism (formerly known as Elective Mutism)
SPD	Sensory Processing Disorder
TA	Teaching Assistant
TAC	Team Around the Child

Which support services are there to support parents who have a child with SEN/D?

- Communication Autism Team

0121 675 5057
a2e@birmingham.gov.uk

- Special Educational Needs Assessment and Review (SENAR)

0121 303 1888

- Autism West Midlands

Email: hello@autismwestmidlands.org.uk
Telephone: 0121 450 7582

- CASS (Children's Advice and Support Service)

Contact: 0121 303 1888
Web link: https://www.birminghamchildrenstrust.co.uk/contact

- Birmingham Children's Hospital

www.bwc.nhs.uk

Support Services & Charities that can help Parents/Carers who have a child with SEND

- Autism West Midlands 0121 450 7575 www.autismwestmidlands.org.uk
- Therapy Teams-SEND Therapy Team | Website
- Neurodevelopmental Pathway Teams-Neurodevelopmental Pathway, NDP: ADHD and ASD Support | Website
- Speech and Language Therapist TeamSpeech and Language Therapy | Website
- 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

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.

How can Parent/Carers find the Birmingham Local Authority Offer?

The Birmingham Local Authority's Local Offer can be found at:

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

Our complaints policy can be found accessed from our website via the following link:

https://www.jakeman.bham.sch.uk/policies-and-documents

What Children Parents and Outside Agencies Say About Us

Parent

Staff are really good and supportive. They are always there to help and support with everything for my son

Parent

We have enjoyed the support for our boys and this gives us confidence and makes us feel less anxious about their needs.

Parent

This is the best nursery for transitions. Our child was allowed to settle in, in her own time and pace. Staff are always available if I have any concerns.

Children

I am happy coming to nursery. I can now ask an adult for more of what I like.

Children

My teacher helps me to express my emotions.