



Cookham, Maidenhead and the Lawns Nursery School Federation
Special Educational Needs and Disabilities (SEND)
Information Report 2022 - 2023

We follow the Special Educational Needs Code of Practice which outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Main SEND Responsibilities

Helen McHale -SENCo (Special Educational Need Co-ordinator)

Amy Crowle (SENCo)

Sarah Cottle - Executive Headteacher

SEND Link Governor - Karen Freeland and Hannah Boelrijk

If you have a complaint

If you are unhappy with the provision for your child please contact your child's key person, staff members as above or the Deputy Head.

You may also contact the Chair of Governors or SEND Link Governors.

Please refer to our Complaints Policy and/or Complaints Summary located on the policy section of our website:

<https://www.nurseryfederation.co.uk/page/?title=Federation+Policies&pid=41>

What is the Local Offer?

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is called 'The Local Offer'.

The Local Offer gives information and choice for families. It will help families understand and get to know the range of services in the local area.

Here are the links to our Local Offers, please have a look...

Cookham Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=59>

Maidenhead Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=61>

The Lawns Nursery School

<http://www.nurseryfederation.co.uk/page/?title=SEND&pid=62>

Our aim for your child with a Special Educational Need and/or Disability

Our Federation aims to welcome and provide appropriate learning opportunities for all children and have a regard to the Special Educational Needs Code of Practice (2014), the Equality Act (2010) and the United Nations, Convention on the Rights of the Child.

What Special Educational Needs and Disabilities do we provide for?

We endeavour to provide for every child regardless of their Special Educational Need and/or Disability. We offer home visits, nursery visits and individual transition programmes depending on the needs of the child. This ensures that children have a positive start to their nursery experiences with us.

Please see our policies; SEND, Admissions, Equality and Accessibility plan, which are all on our website and will give you further information.

What do we mean by the term 'Special Educational Needs'?

We acknowledge a child to have special educational needs if s/he has a learning difficulty or disability which requires special educational provision to be made for him and her.

What to do if you have concerns about your child's needs?

We have experienced and qualified staff who work closely with parents to identify areas of special need as early as possible. This then enables us to work out how we can best support a child.

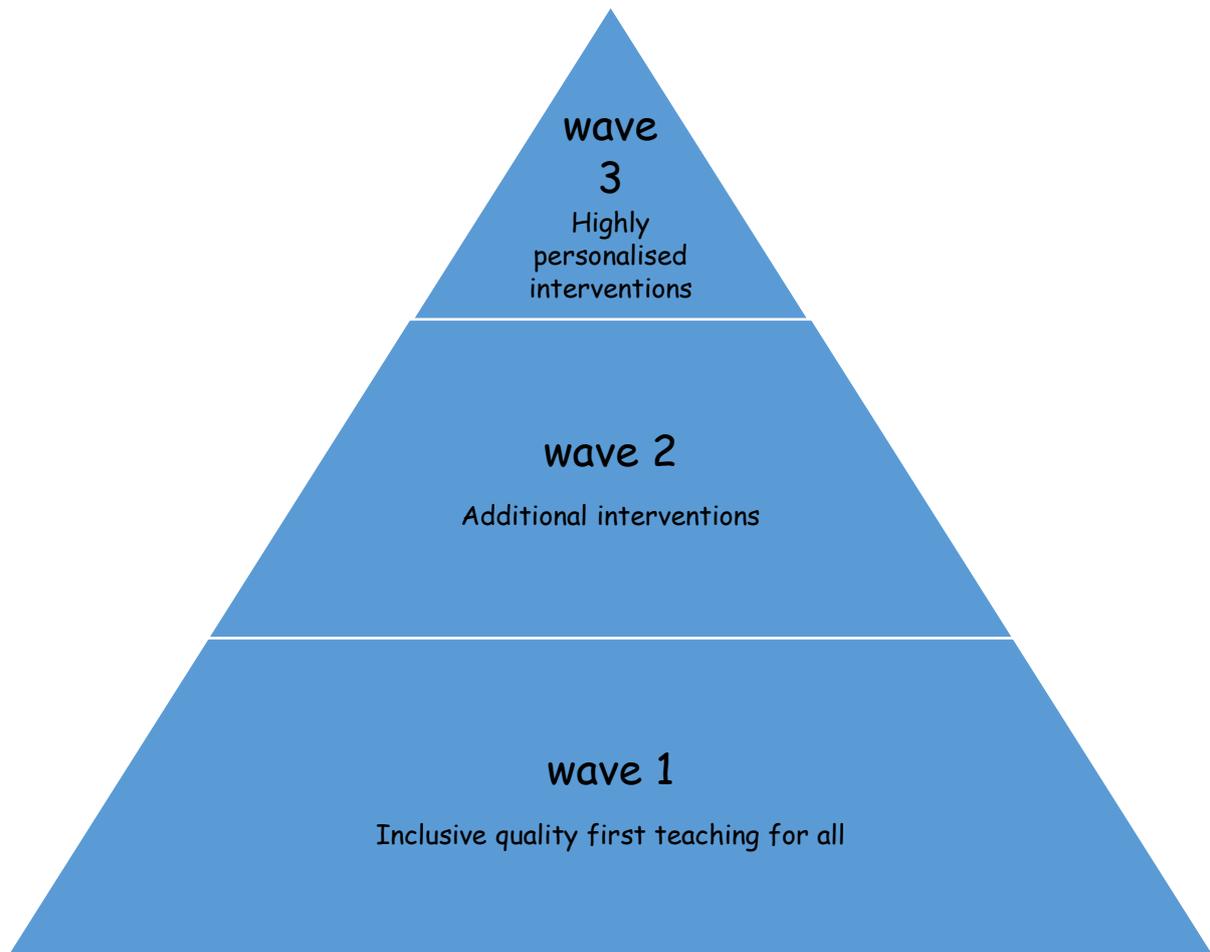
- If you have concerns about your child's progress, please speak to your child's key person
- If you continue to have concerns, please speak to our Special Educational Needs Needs/Disabilities Coordinator (SENCo)
- The school SEND Governors can also be contacted for support.

If your child is identified as not making progress, we will:

- Discuss it with you in more detail
- Listen to any concerns you have
- Plan any additional support your child may need in discussion with you
- Implement additional support
- Monitor and evaluate the outcomes of the additional support
- Signpost to other professionals.

We follow a graduated approach (*plan, do, assess, review*) and use the waves of intervention model:





Wave 1

Class teacher input, via excellent classroom teaching including high expectations, teaching in the moment, following children's interests and lines of enquiry, specific strategies (maybe suggested by the SENCo) based on our knowledge and assessments of individual children.

Wave 2

Short term interventions such as sensory input, small group support, speech and language support, attention and listening small group activities, Lego Therapy, sensory circuits/diet and strategies suggested by other professionals. Inclusion funding may be requested at this stage to support interventions.

Wave 3

Long term intervention such as individual support, specialist setting, Education Health and Care Plan (EHCP).

Early Years Inclusion Fund (EYSIF)

If your child has ongoing needs that would benefit from ongoing support over and above what is usual for all children it is possible to apply to the LA for some discretionary Early Years Inclusion Funding. This can be done if the child is known to the Educational Psychology Service or the Early Years SEND team via an Early Help Hub referral. Examples of the ways in which the additional funding can be used include targeted speech and language intervention, supporting transitions, staff costs to carry out specific interventions e.g. Lego therapy and purchasing specialist equipment.

What if my child has complex needs?

If your child has complex and persistent needs which are lifelong, they may need the support of an Education Health and Care Plan. An Education Health and Care Plan is from 0 - 25 years, and a child will need a plan to access a specialist resource base, a Special School, or extra support in a mainstream school. Further information regarding EHC plans can be found at:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/site.page?id=LW1yZcZKpjQ>

Personalised Targets and Aiming High

If your child is identified as having a Special Educational Need/Disability you will be invited to meet with the SENCo and if applicable with other professionals involved to set targets together for your child's specific needs. We will regularly review these targets together with parents and discuss your child's progress. We believe in aiming high and having high expectations.

During these review meetings we can ensure that children are making good progress.

Your child's progress will be monitored by their key person daily and will be reviewed formally 3 times per year. Senior staff will regularly observe to ensure the teaching quality is high and that every child's needs are being met.

Play Plans

Play plans are our means recording the targets and strategies we jointly agree to support children's individual needs. They are reviewed each full term or as required.

We set 3 - 4 targets in the areas of special educational needs (as appropriate) - Communication and Language; Cognition and Learning; Social, Emotional and mental health and Sensory and physical

Play plans are co-produced by staff, parents/carers, other professionals and observations are used to incorporate the child's voice.

Range of support available

Nursery

Key Person is responsible for teaching SEND groups/individuals - small group work and interventions when appropriate

Deputy Head is responsible for the teaching, learning and progress of all children and monitoring

SENCo has specific responsibility for co-ordinating, planning and monitoring the provision and outcomes for children with SEND. This is done in collaboration with parents/carers, all staff and linked professionals as appropriate.

Staff work closely to adapt the environment when necessary to ensure that children can access the nursery fully.

Local Authority Provision via referral

- Educational Psychology Service (EP)
- Early Years SEND Team
- Family Support Worker with Social Communication focus

Health Provision via referral

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Community Paediatrician
- Community Children's Nursing Team

Other

- Parenting Special Children
- Manor Green School - Outreach support
- Charitable Organisations
- Family Hub Services

Our staff are well trained and supported

Staff are experienced and have received training in for example Makaton, Team TEACH, Autism, Sensory Needs, Behaviour Management, Attention Autism, First Aid, Paediatric training and safeguarding.

The SENCo is a qualified teacher with SEND experience. The SENCo will support the key person/teacher in planning for children and ensuring targets are met. The school provides training for staff to improve the teaching and learning of all children. Courses are also attended by staff to keep staff up to date in the latest teaching and learning methods, inclusive for all children. 2 members of Federation staff completed the SENCo qualification at Reading University during the 2021 - 2022 academic year to ensure succession planning and further enrich our SEND practice.

Moving onto school; mainstream or specialist provision

Transition for all children is important but we understand that children with Special Educational Needs/Disabilities need a more individualised transition plan, including extra visits, photo books and meetings between the nursery SENCo and school SENCo. The SENCo will work alongside the child's keyworker as well as with parents to make a plan of action. The SENCo will transfer sensitive information to their next school. We have strong links with all local Mainstream schools and Special schools.

2022 - 2023

No. of children	Cookham Nursery School	Maidenhead Nursery School	The Lawns Nursery School	The Lawns Pre-Nursery
SEND support	9	9	23	6
EP support	5	7	7	3
EHC applications in progress	1	2	2	1*
EHC plan in place	0	0	3	0

Area of Need

No. of children	Cookham Nursery School	Maidenhead Nursery School	The Lawns Nursery School	The Lawns Pre-Nursery
Communication and interaction	8	8	25	6
Cognition and learning	0	0	0	0
Social, emotional and mental health	1	1	0	0
Physical and sensory	0	0	1	0

*1 child EHC assessment needs application to be submitted September 2023

Main focus area of improvement 2022 - 2023

- Increased liaison with Communication and Language Consultant to provide specific interventions for children with lower level Speech, Language and Communication needs.
- Increased use of visual supports, made easier by the purchase of Boardmaker.
- Use of talking tiles to aid communication with parents and home/Nursery partnership.
- Graduated approach more streamlined to ease SENCo workload in light of increased number of children presenting with SEND. Practitioners upskilled in wave 1 strategies prior to SENCo 'referral'.
- Staff training on supporting children with high levels of need.
- Practitioners upskilled on setting play plan targets with SENCo support.

- Planning EY SEMH Hub
 - Outreach has been running this year prior to Hub opening in September. This included coaching staff, delivering regulation sessions for children, and designing bespoke training sessions for whole school staff teams.
 - Federation and MGS working in partnership - presented to the head teachers conference on how to refer via PEAR panel.
 - Using outreach time to visit potential candidates.
 - £10000 available to resource building.
 - Curriculum designed around the UNICEF school readiness framework.
 - Two staff recruited - 1 more full time support assistant needed.
 - Initially planned for 4 children on a 12 week rolling curriculum. Can attend for maximum of two big terms.
 - Free to school however they are expected to sign MOU and agree to send staff member to hub one day a week. Then on Wednesdays staff will accompany children to their schools to model regulation strategies.