

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Maidenhead Nursery School

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Type of school:	Maintained Mainstream Nursery School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- The Nursery has had a wide variety of experience in educating children with SEND ranging from children with physical disabilities, medical conditions, Autistic Spectrum Condition, speech and language delay, global developmental delay, insecure attachments, general learning difficulties or children who have suffered trauma.
- Our ethos is based on a child centred approach and our provision is guided by the interests and needs of individual children. As such we get to know all the children and their families on entry, assess the child's current level of development and plan an environment and experiences to meet their next steps in learning.
- We regularly monitor the progress and engagement of all children and adapt our environment, learning experiences and teaching strategies to meet the needs and interests of all children. As such we have a wholly inclusive approach.
- We embrace the ethos and working practice outlined in the RBWM Inclusion Charter and achieved the newly launched Inclusion mark (award for inclusive practice and provision) in October 2019. <https://www.nurseryfederation.co.uk/page/?title=SEND&pid=61>
- We recognise the impact that early experiences have on child development and emotional regulation. In July 2021 we achieved the Attachment Aware Schools Award in recognition of training and our practice in this area.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Pre-admission information may alert us to SEND.
- We may be contacted by the LA Early Years SEND team or other professionals e.g. Health Visitor, Family Hub workers etc.

- Key people and SENCo (if possible) participate in home visits to all new starters and liaise with parent's pre-admission (parent induction evenings and Nursery visit days) which may alert us to SEND issues.
- We observe children during play experiences and assess their developmental level against their chronological age which identifies children who are not on track to meet their milestones.
- Key people speak to parents when concerns are identified to complete a holistic picture of the child's development.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- If your child has SEND, telephone the Nursery prior to admission and ask to speak to the Special Educational Needs Co-ordinator (SENCO) in order to arrange a meeting to discuss your child's needs.
- We can arrange additional transition visits to suit the needs of your child and would also welcome the opportunity to speak to other professionals already involved in your child's development.
- If you have concerns about your child's development once they have started Nursery, speak to your child's key person to initially raise these. We can then arrange a meeting with the Special Educational Needs Co-ordinator should this be deemed appropriate.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- We use a lot of visual supports including objects of reference, single photographs and timetables of routines for all children.
- We adapt teaching strategies to suit the individual needs of children and will liaise with other professionals pre and post admission to ensure that children with specific needs such as picture exchange communication systems, Makaton, specific speech and language programmes are included and that their preferred communication system is continued in Nursery.
- We use small group interventions where applicable to gain and build attention skills, aid their ability to wait for turn and participate in an activity with others e.g. Attention Autism programme, Lego Therapy, carefully tailored sensory circuits.
- We use talk buttons to give children with speech, language and communication delays a voice within our setting.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- The Nursery operates above the statutory ratio of 1 adult to 13 (3 – 4-year-old) children and 1 adult to 5 (2 – 3-year-old) children and therefore staff are able to support individual children as required. We work as a team and all staff support SEND children in our free flow play environment.
- Staff have received training, from various sources e.g. ELKLAN, NHS workshops, to support children's speech, language and communication development. Staff will work on specific programmes advised by speech and language therapists in small groups or with individual children during free flow play experiences.
- We would discuss any individual adaptations required to the learning environment to support a child with other professionals and parents to devise a plan to meet their specific needs.

c. How is the decision made about what type and how much support my child/young person will receive?

- We will make formative observations within the first few weeks of a child starting at Nursery these focus on communication and language, well-being and involvement. These assessments are ongoing to ensure that children are meeting their age appropriate developmental milestones. We analyse progress made to develop further strategies to support the progress of individuals. Whole team discussions about the needs of individual children help to develop teaching strategies and

next steps in learning (targets). All members of the team are accountable for the support provided. These are outlined in the play plans.

- The amount and type of additional support is dependent upon the needs of the child.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- Our system of planning involves asking parents for details of the child's preferences and challenges at home as well as if there are any specific questions regarding their development that raise concerns.
- We offer parent advice throughout the school year on promoting good behaviour, learning through play, early literacy and early maths skills based on children's needs.
- We offer 'parent progress meetings' with the child's key person to discuss children's progress each term. These are offered on a rolling programme following focus child observations.
- Key people are happy to arrange mutually convenient times to discuss how to support learning at home at any time.
- In the weekly update we provide a summary of the children's learning and ideas/activities to support children's learning.
- Further ideas to support learning are detailed in monthly newsletters.
- We have regular meetings to suit the parent's and child's needs regarding the child's induction time and in planning next steps and the teaching strategies that will support the child.
- Teachers will adapt activities to suit the needs of the child and will regularly liaise with parents regarding their progress.
- Talk buttons are used as a home/Nursery communication aid for children with significant levels of need.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- We liaise with parents and observe children closely so that we can plan learning experiences that link to their specific interests.
- We make observations of choices made in play to find out what the children's favoured activities are.
- Children can make choices about which activities they want to engage in, whether indoors or outdoors and the resources they want to use. Our environment is set up to facilitate these choices.
- Children collect their 'work' in learning journeys. These travel between the home and Nursery to build up a holistic picture of the child. In Nursery they are kept at child height, and we use these to talk to the children about their learning.
- We recognise that SEND children are unique and may have an atypical pattern of development. We ensure that all children are enabled to excel in areas of individual expertise planning challenging activities whilst also supporting their areas of need.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- We will make formative observations within the first few weeks of a child starting at Nursery these focus on communication and language, well-being and involvement. We will develop a 'play plan' (strategies to assist the child during play activities) to help them progress towards agreed learning targets. These learning targets will be developmentally appropriate and will be agreed with parents.
- If appropriate other professionals e.g. Speech and Language Therapist, Occupational Therapist and Educational Psychologist, will contribute to these plans.
- We use our observations of the children's play preferences to inform these plans, for example if the child is interested in cars or dinosaurs, we would use this interest to develop counting skills, play with other children, physical skills etc.

- We will review play plans in discussion with parents at least each term to identify progress made and set next steps. Review notes are recorded by both staff and parents on the play plan.
- We use a "Communication and Language" tracker assessment sheet to monitor the progress of children with speech, language and communication difficulties.
- We use the Leuven scales to monitor the children's well-being and involvement each term, if required.

b. How do you involve my child/young person and parents in those reviews?

- Children are involved in the review by the Nursery showing records of the children's Learning map observations (accounts of their learning) and their learning journeys.
- Informal reviews by way of discussions with parents occur on an ongoing basis.
- Parents are invited to contribute in writing prior to formal reviews and meetings are arranged to ensure that their attendance at the review is possible.
- Parents are able to bring other people, e.g. other professionals or family friends to their child's review meetings, if they feel this would be beneficial.
- All attendees at review meetings receive a copy of the meeting minutes/updated plans within 10 working days.
- Personal Education Plans for looked after children are carried out on a 3-6-month review cycle. Representatives from the Virtual School are invited to attend.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Children meet targets on their play plans by the date specified.
- Ongoing observations of the child's well-being and involvement.
- Ongoing observational assessments show that children are achieving their next steps in learning.
- Observations from other professionals.
- Parents report on the progress that their child is making.
- Children achieve good or better progress.
- Children are happy!

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- All children have a key person group and there are 2 main workers attached to each group.
- Key people are responsible for home/nursery visits and developing an in depth knowledge of the child and their family.
- All permanent nursery staff are very experienced and are either qualified teachers or experienced EYP's.
- Staff have had intensive and ongoing experience of supporting children's emotional and physical well-being.
- The Nursery operates a free flow play system so children can choose to be indoors or outdoors except during adult-led group times.
- There are quiet areas in the nursery with cushions to relax.
- Teaching takes care to focus on children recognising, accepting and naming emotions e.g. through texts such as The Colour Monster and Ruby's Worry, role play, developing scenarios with our Persona dolls, Jo and Lucy, and conflict resolution.
- We assess the children's well-being and level of involvement if required using the Leuven scales. If children have dips in well-being or involvement, we plan strategies alongside parents to promote their learning and engagement.
- Toileting – we will assist according to the child's needs.
- Eating – we will assist according to the child's needs. All staff are aware of children who have dietary intolerances/allergies or restricted diets due to sensory needs. Staff have had training on feeding therapy to address the needs of children with very restricted diets.

- Medicines – we will administer oral prescribed medications as outlined and signed by parents. If medicines require more intimate procedures staff will require training and parental permission to administer them.
- We use heavy work activities, sensory circuits and have a wide range of sensory resources e.g. calm baskets that we use to enable children to step out of difficult emotions and learn early skills of emotional self-regulation. We have three simple rules to create a secure environment – Ready, Respectful, Safe.
- The environment is uncluttered, painted in soothing colours and resources are purposefully used to create a homely feel.
- We use an attachment and trauma informed approach to support children with emotional regulation needs.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Prior to starting – we endeavour to get as much information as possible from parents and other professionals (with parental consent) who are supporting the child.
- We aim to speak to professionals involved with children (with parental consent) prior to starting, arrange additional visits for the child before starting and have a meeting with parents to ensure that we have an admission plan that suits the needs of the child.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- We contact all next schools, (with parental consent), to arrange a plan to help children settle into their next school.
- In the case of children with SEND we will invite parents and other professionals involved with the child to a meeting to formalise an individualised plan. For example this may mean additional visits with parents and/or a member of Nursery staff, the taking of photos to make a 'transition booklet' that the child can refer to during holiday periods, staggered intake into the next school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(The School's Accessibility Plan can be requested from the nursery office)

• Is your school wheelchair accessible?

The Nursery can be accessed by a wheelchair user through one of the three main doors. Assistance would be required moving between the indoor and outdoor area but once indoors the classroom area is fully accessible. The rear outdoor area is roughly grassed and is therefore not accessible for a wheelchair user.

• Have adaptations been made to the auditory and visual environment?

The Nursery was rewired in 2011, and the lighting was upgraded at this time.

• What changing & toilet facilities does the school have for children and young people with SEND?

There is one disabled toilet that would require assistance in accessing. There are 6 other children's height toilets that are fully accessible.

We have nappy changing facilities. Due to the age of the children a hoist is not required.

• Do you have disabled car parking for parents?

There is one disabled car parking space for parents.

b. What if my child needs specialist equipment or facilities?
<ul style="list-style-type: none"> We do not have any specialist facilities; however, we will liaise with other professionals to ensure that children's needs are met.
c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?
<ul style="list-style-type: none"> All off site experiences are offered to all children. We would ensure that children with SEND have a 1:1 ratio (if appropriate) for offsite activities. We would ideally wish the key person to support a child with SEND on offsite activities. Parents are also very welcome to support their child on offsite activities if desired.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
<ul style="list-style-type: none"> All staff have Paediatric first aid training. Epipen training is delivered to selected staff on an annual (or as required) basis. If children enter the setting with known medical conditions the Special Educational Needs Co-ordinator will liaise with involved professionals regarding a medical plan for the child. This will be disseminated to all staff. Staff have ongoing training regarding behaviour management, developing early speech language and communication skills, sensory processing needs, developing early physical skills, etc. If children enter the setting with specific needs the Special Educational Needs Co-ordinator would be responsible for arranging specific training to meet the needs of the child. All staff have received training to support children's speech, language and communication development. Training has been from reputable sources e. g. ELKLAN training, NHS workshops. All staff are trained in Attachment and Trauma in the Early years Other training includes Attention Autism and Curiosity Programme; Lego Therapy; Makaton; Foetal Alcohol Spectrum Disorder; Sleep. Staff have access to free LA training provided by the EY SEND team.
b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?
<ul style="list-style-type: none"> With parental permission we are able to liaise with a host of Early Years SEND professionals including Speech and Language Therapists, Occupational Therapists, Children's and Young People's Disability Team, Educational Psychologist. With parental permission we are able to liaise with colleagues in local Special schools who may be able to offer additional advice to support individual children. Referrals to the Early Years SEND team enable us to then make an application, if appropriate, for Early Years Inclusion funding. This is a discretionary fund and has been used in the past for example to purchase Nursery resources to support specific needs; buy in a programme of speech and language support; increase staff: child ratios for specified periods of time to enable us to carry out specific small group interventions and intensive interactions during free flow play. <p>Please note we are unable to support ongoing programmes of work delivered by private professionals unless the support has been commissioned by the Nursery using inclusion funding, as agreed by the AFC Early Years SEND team.</p>
c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?
<p>You can contact:</p> <p>The Information, Advice and Support Service (IAS) for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families</p> <p>Tel: 01628 683182</p>

Email: IAS@rbwm.gov.uk
Website: <https://www.ias-rbwm.info/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:
https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

www.nurseryfederation.co.uk

The following policies are available on our website, these policies are updated annually or at least every 3 years or when there are changes to legislation:

- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy

Other policies are available from the Nursery office, including:

- Accessibility Plan
- Policy for Supporting Pupils with Medical Conditions
- Restraint Policy
- Personal Care
- Whistleblowing Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Please contact the Nursery if you have any questions regarding the information provided or wish to discuss your child's needs.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Our complaints policy is available on our website:

www.nurseryfederation.co.uk

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and disabilities
Makaton	Early communication signing programme
ELKLAN	Specialist speech and language training course for Early Years practitioners
EYFS	Early Years Foundation Stage (Curriculum for 0- 5 years)
EYP	Early Years Practitioner
LA	Local Authority

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