

SEND Information Report

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Local Offer Contribution

For information about Ealing's Local offer please access the following website:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Whole School Approach:

Welcome to our SEND information report which is part of the Ealing Local offer for learners with Special Educational Needs and Disabilities.

It is our aim to provide the highest possible education for the children in our care.

- To encourage all children to develop positive self-esteem and become well motivated, independent, lifelong learners.
- To provide a broad and balanced holistic curriculum, which meets the needs of the individual. Good practice is based on research and training relevant to children under five.
- To provide a safe, secure and stimulating environment that fosters a life-long learning program for children and adults.
- Aim to provide access to basic skills, training for work and guidance to family members and the wider community.
- To involve children/parents/carers/extended family and external agencies as partners in the learning journey.
- To provide an inclusive environment where we actively encourage parental/carer involvement in all aspects of the school irrespective of race, religion, culture, gender, background, ability or age.
- To continue to develop a team where all staff have high expectations of the child, are valued, committed and motivated with opportunities for both personal and professional development.
- To provide a variety of relevant resources, which meet the diverse needs of the individual.
- To provide a range of resources which reflect the diversity of our community.

We recognize that all children have the right to be listened to in accordance with the UN Convention on the Rights of the Child and UK legislation (1989 Children Act) and children are free to make choices and to express themselves.

How We Identify SEND

The SEND code of practice defines SEND as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Underpinning All our provision in our School is the graduated approach cycle of 'assess, plan, do, review'.



All practitioners are responsible for every child in their care, including those with special educational needs.

Assess: The school assesses all of the children's strengths and areas for development through observations and discussions with all key persons. Children's learning is shared with all parents on a termly basis.

Plan: Key persons and SENDCO discuss individual children's learning needs whether additional support would be appropriate and effective. Key persons and SENDCO meet with individual parents and discuss learning and areas of concern.

Do: Key persons and SENDCO plan IEPs in discussion with parents. Where appropriate the SENDCO will send referrals to outside agencies such as Speech and Language Therapists and The Child Development Team. For children with more complex needs and where more than one outside agency are working with the child a review of the child's progress is carried out termly and the outside agencies are invited to attend.

Review: IEPs are reviewed with key persons and parents termly.

SEND Needs:

Children's SEND is generally thought of in the following four broad areas of need and support:

AREA OF NEED	
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

At Grove House Nursery School and Children's Centre we have a three-tiered approach to support children's learning.

Universal – this is quality first teaching for all children, delivered by all key persons and well differentiated to meet individual children's needs and learning styles

Targeted – This includes the graduated approach of assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children. It will also include small group activities as well as one to one support where needed.

Specialist – This includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Child Development Team. When appropriate the school can request that Local Authority Services carry out a Statutory Assessment.

Social and Emotional Development of all our children

The school implements the Early Years Foundation Stage framework to support children's personal, social and emotional development. Further information for this can be found at www.foundationyears.org.uk. We also teach children strategies to help them socially and emotionally in the following ways:-

Circle time

Small group interventions such as 'PALS'

We operate a key person system whereby each child has a key person with whom they develop a close relationship. The key person carries out the home visit, plans the child's settling in period and is responsible for the child's tracking and monitoring and parents meetings.

Staff

At Grove House Nursery School and Children's Centre we believe that children's needs will be first met through the high quality first teaching delivered by all practitioners. We actively monitor teaching and learning throughout the school. Staff at the school are well qualified and experienced and we offer continued professional development opportunities for all staff.

School Partnerships and Transitions

How do we help children when they move to another school?

- Whenever any child moves to another school we always pass on school records to a new school.
- If a child has SEND we also:
 - Pass on SEND records to the new school including SEND support plans or statement/EHC Plans and 'one page profiles'.
 - Liaise with the SENDCO/ of the new school to clarify any information necessary.
 - If needed we can include suggested ways to support a child to ensure they settle quickly in their new school
 - If possible we invite the new school to the last review of a child with a statement/EHC Plan and a transition plan can be set up as part of this meeting.

How do we help children when they move from the infant toddler centre to the over threes?

When moving across:

- Information will be passed on to the new key person in advance and in most cases, a transition meeting will take place and all necessary paperwork will be handed over to the child's new key person.
- Children will be able to visit the over three's regularly prior to their start date.
- The new key person will visit the child in the Infant toddler centre to observe him/her and start to develop a relationship.
- Joint home visits with the Infant toddler centre key person and the new over threes key person where possible.

Complaints

If parents/carers are concerned at any time about the support their child is receiving, they can get in touch with the school using this order of contacts:

1. Key person
2. Class teacher
3. SENDCO
4. Head teacher
5. Chair of Governors
6. The schools complaints policy (available upon request from the School Office)

Relevant school policies underpinning this SEND Information Report include:

SEND policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005



Special Educational Needs and Disabilities Policy

Approved by Grove House Nursery School Curriculum Committee	Approval Date	February 2026
	Review Date	September 2027

Aim

To meet the individual needs of all children, ensuring that all children are enabled to access the whole curriculum, to make good progress and, by means of integrated working, achieve their full potential. The

purpose of this policy is to ensure that procedures are in place that are in line with the SEND code of Practice (2015) in order to support staff, parents and governors in working with children with SEND.

Objectives

- To create an environment that meets the Special Educational Needs and Disabilities of each child
- To ensure that the Special Educational Needs and Disabilities of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and disabilities
- To enable all children to have full access to all elements of the school curriculum and school life
- To enable children in the school to work towards promoting a positive self-image and self-worth
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process
- To promote joint planning with everyone who is in contact with the child to coordinate support and promote learning as effectively as possible internally and through the use of an EHAP referral system (Appendix 4) where a multi-agency approach is required

Inclusion

All children at the school are equally valued, regardless of whether or not they have a Special Educational Need or Disability. They are included into every aspect of school life and encouraged to participate fully in all activities. Grove House Nursery School and Children's Centre is fully inclusive and fosters a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

Co-ordination of Provision

The SEND coordinator (SENDCO) for the children is Helen Mayor. The person with overall responsibility for SEND provision is Himisha Patel. As Head teacher, she will keep the Governing Body fully informed and work closely with the School's SENDCO.

The SENDCO is responsible for

- The day to day operation of the school's SEND policy
- Liaising with and advising fellow members of staff on identification and strategies.
- Co-coordinating provision for children with special Educational Needs and Disabilities.
- Maintaining the School's SEND register and overseeing the records of all children with SEND
- Liaising with external agencies including the Educational Psychology service, Health Visitors and The Speech and Language Therapy Service.
- Liaising with parents and carers and keeping them in touch with other professionals
- Preparing and submitting paperwork for obtaining a statutory assessment for particular children. (Appendix 5)

Definition of Special Educational Needs

The code of practice 2015 defines SEND as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16 • has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or Disabilities and their families. It describes the services and provision that are available both to the families in Ealing that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of Special Educational Need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Ealing Local Offer can be found at the following website: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Implementation

The school staff work closely in partnership with parents, families and other professionals with regard to special educational needs. The range of needs may include:

- Communication and Interaction- this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment, dyspraxia and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia and dyscalculia
- Social, mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Sensory and/or physical needs - this includes children with sensory, multisensory and physical difficulties

The key person, with the support of the SENDCO and the other members of the Senior Leadership team, is responsible for ensuring that each child and family receive the support they need. The school follows the Code of Practice for SEND, and this policy should be read in conjunction with this document.

The following list of factors are not specific to those children who have SEND, but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman

Admission Arrangements:

Children who have been identified as having additional needs are given priority on admission wherever possible. At their induction meeting, parents are given information about SEND procedures within the school, and informed about the effectiveness of early intervention in these needs. On the child's home visit staff talk to parents about any concerns they might have about their child's development. This visit is an opportunity to start to build trusting relationships and two-way communication between the school and the family.

Resources/Provision

Equipment may be purchased for children with specific requirements as the need arises. Staff may work with children individually or small groups on IEP targets (Appendix 3). Non-directive play techniques are used by all staff. Staff receive regular training on using up to date, research driven methods to support children with SEND.

Identification:

The SEND Code of Practice outlines a graduated response to pupils needs, recognizing that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a Special Educational Need, the key person alongside the class teacher take early action to assess and address the difficulties.

- Children's Special Educational Needs and Disabilities are sometimes identified prior to starting nursery by parents/carers, family doctor, health visitor, or other professionals e.g. Speech and Language Therapist
- Staff may register a concern about a child following a home visit.
- Special Educational Needs and Disabilities may be identified once the child has started at the School.

This is an ongoing process involving observations by all staff and communication with parents. A team meeting every half-term will be held to go through the class lists so that any staff can highlight any new concerns. An Early Years Action Decision Checklist (Appendix 2) will then be filled in for these children about whom concerns have been raised.

SEND Support

Where it is determined that a child does have SEND, parents will be involved in the decision as to whether the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess:** The school assesses all of the children's strengths and areas for development through observations and discussions with all key persons. During the settling-in period, the focus continues to be on building relationships between the key person and the children and families in her/his group. Staff will carry out regular observations on each child, to inform the baseline (Appendix 1 development map). If any child is assessed as working below the 22-36 month age band in the prime areas, the key person is to inform the SENDCO who will then discuss next steps with key person and parents/carers. Children's learning is shared with all parents on a termly basis. The infants and toddlers use the same tracking tool as the over threes to identify SEND as well as the 2 year progress check.
- **Plan:** Key persons and SENDCO discuss individual children's learning needs and consider whether additional support would be appropriate and effective. Key persons and SENDCO meet with individual parents and discuss learning and areas of concern and targets will be set in conjunction with the parents/carers.
- **Do:** The key person is responsible for gathering evidence on how well the child is progressing towards these targets. If at any stage during a child's time in nursery a key person has concerns about their progress, the key person should approach the SENDCO and complete an Early Years Action Decision Checklist (Appendix 2) to inform further SEND planning for the child. Key persons and SENDCO plan IEPs in discussion with parents. Where the need for involvement from outside agencies has been decided then the SENDCO will initiate an EHAP or refer directly to relevant services where appropriate (outside agencies might include: Speech and Language Therapists, The Child Development Team, Occupational Therapy, Educational Psychology, etc).

- **Review:** IEPs are reviewed with the key person and parents termly. Where there is multi-agency involvement then a TAF meeting is arranged regularly to review progress and agree next steps. Review meetings should focus on the progress made by the child; the effectiveness of the IEP; the contribution made by parents; updated information and advice and future action. Where there is no involvement of outside agencies then the SENDCO and key person (where possible) will meet with the parents/carers to review progress.

The outcome of the review may be:

1. If the child has made good progress, a decision could be made to remove the child from SEND support
2. If the child's progress is satisfactory, the child remains at SEND support. A revised IEP is drawn up by the SENDCO, parents/carers, key persons and support services.
3. If the child makes little or no progress the SENDCO may advise furthering of SEND support. This could include, for example, making an application for statutory assessment by the local authority for the child to begin receiving additional support through an EHCP.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Staged Procedures

At Grove House Nursery School and Children's Centre we have a three tiered approach to support children's learning.

- Universal – this is quality first teaching for all children, delivered by all key persons and is differentiated to meet individual children's needs and learning styles.
- Targeted – This includes the graduated approach of assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children. This could include small group activities as well as one to one support where needed.
- Specialist – This includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy and the Child Development Team.

Where appropriate the School can request that Local Authority Services carry out a Statutory Assessment of need and consider whether an individual requires an Education and Health Care Plan.

At the stage of targeted and Specialist intervention consent must always be gained from parents/carers.

At Grove House Nursery School and Children's Centre we adopt a quality first teaching approach, the key characteristics of this are:

- Based on child initiated/adult led play
- Focused activities designed to support with particular areas of need/development
- High expectations for all children's involvement and engagement with their learning
- High levels of interaction with key person and other children for all
- Appropriate use of questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- An expectation that children will accept responsibility for their own learning
- Regular use of encouragement and authentic praise to engage and motivate

Parents will always be given a copy of the Individual Education Plans.

EHF PLANS:

Where families, staff and other professionals agree that a child is not making progress even with targeted support at the Specialist Assessment Level of support it may be decided to seek an Education, Health and Care (EHC) plan. This will mean evidence from all those in contact with the child being submitted to the local authority, who will decide whether a child is eligible for funding for individual support.

SENDPLAN:

A SENDPLAN meeting will be held at least once a term, when outside professionals and School staff will meet to discuss children with SEND about whom we have particular concerns. This is a chance for professionals to share information and plan next steps.

Transition Arrangements

When moving across from the infant toddler centre to the over threes:

- Information will be passed on to the key person in advance and in most cases, a transition meeting will take place and all necessary paperwork will be handed over to the child's new key person.
- Children will be able to visit the over three's regularly prior to their start date.
- The new key person will visit the child in the Infant toddler School to observe him/her and start to develop a relationship.
- Joint home visits with the Infant toddler centre key person and the new over threes Key person will be carried out where possible.

When children come from other nursery providers:

- Settings are contacted to obtain information about the child's records and progress.

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans or statement/EHC Plans and 'one page profiles'.
- Liaise with the SENCO/ of the new school to clarify any information necessary.
- If needed we can include suggested ways to support a child to ensure they settle quickly in their new school
- If possible we invite the new school to the last review of a child with a statement/ EHC Plan and a transition plan can be set up as part of this meeting.

Success Criteria

Criteria for evaluating success of the school's SEND policy are:

- More accurate and earlier identification of pupils with SEND
- Evidence of improved pupil performance through entry and exit data
- Increased level of parental involvement and pupil involvement
- All staff have knowledge of pupils with SEND and fulfil their responsibilities with regard to IEP's
- Development of SEND Training

Complaints Procedure

Parents/Carers who wish to make a complaint should approach the class teacher initially. If they are not satisfied the concern is then taken to the SENCO. In the event of no progress the Headteacher takes up the matter. If there is still no resolution the complaint it is brought to the Chair of the Governing Body. See complaints procedure for further information.

Compliance:

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Appendices

1.IEP

2.EHAP