ABBEY WOOD NURSERY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY REPORT 2024-2025

Type of school	Mainstream
Maintained Nursery School **with 2 year old entitlement provision**	**30 hours entitlement** – (if parents fulfil the criteria) **15 hour funded nursery places** Additional hours available (according to Greenwich Admissions Criteria)

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

This report should be looked at, together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link: Children and young people with additional needs | Greenwich Community Directory

2) The school SEND Policy.

3) The school Behaviour Policy.

4) The school Admissions Policy

5) The school Equal Opportunities Policy

6) The school accessibility plan and policy.

7) The school early years pupil premium policy.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?	**Key Person/Class Teacher**	**The Key person is responsible for**: • The well-being of your child. • Settling your child in and getting them involved in all the activities on offer in the school. • Keeping records of your child's achievement and tracking their progress. • Discussing with you any initial concerns you have about your child's development or progress. • Sharing your concerns with the class teacher to discuss possible next steps. • Working closely with the class teacher to implement strategies and work towards outcomes to ensure your child makes progress. • Informing the Special Educational Needs Co-ordinator (SENCo) about any child that they or a parent has concerns about. **The class teacher is responsible for:** • Ensuring that all children have access to excellent teaching and that the curriculum and the learning environment is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and in consultation with the SENCo. • Writing Personal Learning Plans (PLP's), as needed and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

	SENCo	**The SENCo Bonnie Moriarty is responsible for:**
		• Coordinating all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
		• Ensuring that parents/carers are:
		  • given ample opportunity to be involved in supporting their child's learning from the outset
		  • kept informed about the support their child is getting
		  • involved in reviewing how their child is doing
		  • included in planning ahead for their child.
		• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc…
		• Updating the school's SEND Record of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
		• To coordinate specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) achieve the best possible progress in school.
		
		The SENCO can be contacted via the main office on 0208311 0619
		or **email**: sendco@abbeywood-nur.greenwich.sch.uk

	Head teacher	**The Head teacher Gill Crowley is responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Contacted by phone on 0208311 0619 or **email:** headteacher@abbeywood-nur.greenwich.sch.uk

	SEND governor	**The SEND Governor is responsible for:** • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Meeting termly with SENCo to discuss above issues concerning SEND. Contacted via Main School Office 0208311 0619

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the key person or class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Specialist staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEND in this school?	**At Abbey Wood Nursery School we take the graduated approach to best meet your child's needs:** **1. Key person/ Class teacher input via outstanding teaching which involves providing:** • **an excellent enabling environment,** • **differentiated activities,** • **targeted support for children's individual needs and interests.**	• Ensuring that all staff have the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as choosing boards and visual timetables. • Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn and make progress.	All children in school should be getting this as a part of excellent early years practice and provision.
	2. Small group activities (intervention groups). These groups may be: **• supported in the classroom or in**	• Your child's key person will have carefully checked on your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress.	Any child who has specific needs identified by staff or parents who would

	a quieter area **• supported by a member of the nursery staff team who has had training to run these groups.** **Stage of SEND Code of Practice: SEN support 1 –** Some of the children accessing small intervention groups will have been identified by the key person and class teacher or you as needing some extra support in school, after putting strategies in place at class level.	• He/ She may plan group sessions for your child with targets to help your child to make more progress. • These groups will be run by one of the staff in the school using the key person's, SENco's or targets from outside agencies. • Some children at this stage may benefit from an episode of support from another agency E.g. SALT. This would be discussed with you first.	benefit from small group work.
	3. Small group or individual activities (intervention groups) with specialist advice provided by outside agencies such as Speech and Language Therapy or Occupational Therapy Stage of SEND Code of Practice: **SEN Support 2** – which means your child, is identified by the class teacher/SENCo as needing some involvement of specialist support from professionals outside the school. This may be from: • Local Authority central services	• Your child will have been identified by the parent/key person/class teacher/SENco as needing more specialist support in addition to strategies and interventions already being implemented. • You will be asked to come to a meeting with the class teacher and SENco to discuss your child's progress and help plan possible ways forward. • You might be asked to give your permission for the school to refer your child to specialist professionals e.g. a Speech and Language Therapist, Occupational Therapist or Educational Psychologist. This will help the nursery and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is	Children with specific barriers to learning that cannot be overcome through targeted support by the class teacher/key person and intervention groups.

	such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need) • Other agencies such as the Speech and Language Therapy (SALT) Service.	supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set more specific targets using their specialist expertise • A group run by nursery staff under the guidance of that professional e.g. a sensory circuit time • A block of group or individual work with that professional • The nursery may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place	
	4. Specified individual support for your child, ie. Early Help/ Education Health Care Plan (EHCP) Stage of SEND Code of Practice: **Education Health and Care Plan (EHCP)-** In partnership with the child's parents this means your child will have been identified by the class staff and SENco as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the nursery. Usually, if your child requires this	• The school (or you) can request that the Local Authority carry out a profile towards an education, health and care plan (EHCP) of your child's needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the Greenwich website: www.royalgreenwich.gov.uk • If this applies to your child we will have informed you and shared the process of applying with you, as you must be fully involved in the process. The nursery will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The nursery will then meet with you and other professionals involved and decide if it would be helpful to apply for an EHCP assessment and agree any additional information and evidence that should be included from you or other professionals involved.	Children who have a special educational need or disability that cannot be reasonably provided for by the educational setting without having a personalised EHCP in place. Children whose learning and/or needs are: Severe, complex and lifelong. (As a guide are likely to need more than 20 hours support for a 30 hour week). The EHCP will

	high level of support they may also need specialist support from a professional outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAHMS	• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the evidence submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.	outline the child's individual needs and the provision required.

C. Identifying and supporting your child's Special Educational Needs

How will we support your child with identified special needs **before** they start at Abbey Wood Nursery School?	• If your child has already been identified as having identified special needs, or has a disability, please make sure that you have put this on the application form. We will invite you to visit the school with your child to have a look around and speak to staff.
	  • If other professionals are involved, a **Team Around the Child (TAC)** meeting will be held with you to discuss your child's needs and ensure proper provision is in place **before** your child starts.
	  • Your child's class teacher will do a **Home Visit** and also visit your child if they are attending another setting.
	  • We will assess the child's needs and determine if we need to arrange specialist training for the adults in the classroom or the whole staff if necessary.
	  • Your child will be offered an extended settling in period, building up their time slowly to allow them to form relationships and feel safe and secure in the settings environment.
	  • If your child is attending another early year's provision, we will ensure that information and strategies are shared before your child starts with us.
	• If you have any concerns about your child's development but these have not been identified, please share your concerns with the headteacher or SENco at the registration meeting. This will enable us to plan ahead with you for what provision or support they may need when they start nursery.

How can I let the school know I am concerned about my child's development or their needs once they have **joined** the nursery?	• Once your child has started, if you have concerns about your child's progress you should speak to your child's class teacher initially. • One discussion or meeting might be enough to answer your concern, or you might decide together that you want to meet more regularly to check that you are all happy with the development your child is making. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher • If you are still not happy you can speak to the school SEN Governor.
How will the school let me know if they have any concerns about my child's learning in school?	• If there are any concerns about your child's progress, these will be shared with you during a planned termly progress meeting or earlier if it is felt necessary. • When a key person, teacher or a parent/carer has raised concerns about your child's progress, the teacher will raise this with the SENco and targeted strategies may be put in place. • Each class has an SEND team meeting termly to review the progress of individual children which is fed into a whole school SEND staff meeting. This is another way your child may be identified as not making as much progress as they could be.

	• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail.
	  • To listen to any concerns you may have too.
	  • To plan any additional interventions your child may receive.
	  • To discuss with you any referrals to outside professionals to support your child's learning.
	  • To discuss how we could work together to support your child at home and school.

How do we ensure that the views of your child (and other children with SEND in the nursery) are used to plan for them and for SEND within our nursery?	• We take the same child-centred approach when planning for your child's special needs that we take across the whole nursery. This includes knowing and observing each child's individual strengths, each child's own preferred activities or interest and the way they express their needs. • As part of the planning process, all children's interests (including children with SEND) are followed to ensure further development of their skills and learning in **all** areas. • At termly review or parent meetings, your child's views are included by consulting with them, through discussions with you and observations done by the staff regarding their likes and dislikes, preferred activities, strengths and interests. Children's comments, or non-verbal responses or gestures to their photographed observations and work are scribed by staff to be included as their 'voice'. • All children in nursery are encouraged to independently make choices and decisions as part of their daily play, using visual symbols and choice boards if appropriate.

How is extra support allocated to children?	At present, part of the school's delegated budget is allocated to support children with SEND. We currently make a contribution towards funding additional staff in the nursery to increase our adult to child ratio.
	• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children in the school.
	• The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including
	  o the children getting extra support already
	  o the children needing extra support
	  o the children who have been identified as not making as much progress as would be expected.
	And decide what resources and/or targeted staff training and support is needed.
	• For some children, additional funding can be requested from the Local Authority through the Local Offer if it is determined at a review meeting that a child's needs would benefit from additional support from an adult. This funding is only available for children with high or complex needs.
	• Parents will be consulted fully about any extra support available or being allocated to their child.
	• We are committed to funding training for staff to help them meet the needs of children with SEND. (See list of training at end of report).

How are the staff in school helped to work with children with SEND and what training do they have?	• The Head Teacher and the SENCo's job is to support the class teachers and staff in planning for children with SEND. • The social communication worker attends one day a week to support staff and parents with strategies for learning and well-being, for children with an ASD diagnosis, on the IND waiting list or with social communication needs. • The school's ethos is to always look at what we could reasonably do differently or improve on, to fit the particular needs of an individual child. • The school has regular whole school training about SEND such as; Sensory Impairment; speech and language; ASD; intensive interactions; Paediatric first aid and Behaviour management. • 'Children's meetings' are held regularly to share strategies, knowledge and experience so that all staff have a consistent approach to working with all children. • Staff training is offered through individual courses or as whole staff professional development days. • For a record of staff training please see appendix at end of document.

Who are the other people providing services to children with SEND in this nursery?	A. Directly funded by the school	• Social Communications worker (One day a week) • Attention Autism • Professional training for school staff to deliver medical interventions e.g. Epipen training and delivering medication for children with epilepsy.
	B. Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Service (for children with a diagnosis of ASD) • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy Core Hours (to deliver training and support to staff, provided by Health but paid for by the Local Authority). • Physiotherapy • MOVE programme
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	• ICAN follow up visit for children who attended in the term before they started nursery • SALT & Integrated Therapy Drop-in assessment (available at other Greenwich sites) • HV service (two year old check concerns)
	D. Voluntary and Charitable agencies	• National Autistic Society https://www.autism.org.uk/ • Bromley, Lewisham and Greenwich MIND • Greenwich Parent Voice

		• ECT (Early communications team) • Children's Centres- Children and families | Greenwich Community Directory
How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)?	• Class Teachers and key persons plan activities according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Specially trained support staff can adapt the planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's individual learning needs.	
How will we make arrangements to ensure that the social, emotional needs of your child are met in school?	• Children are offered a home visit when they first start at nursery to ensure a smooth transition and to ensure that information is shared between home and school from the outset. • Children are assigned a Key Person upon starting nursery who is responsible for looking after the well-being of your child and ensuring your child is making progress with their personal, social and emotional development. The Key Person tracks your child's progress in this area and will be available to discuss any concerns you have. The Key Person works closely with the Class Teacher to plan and implement strategies to support your child's development. • Please also see our SEND Policy and the Behaviour Policy for more information.	
How will we measure the progress of your child in school? And how will I know about this?	• Your child's progress is continually monitored by his/her key person, class teacher and other staff members. • His/her progress is reviewed every term by their key person/class teacher and SENco through observation and assessment. • Your child's progress is also tracked in accordance with the EYFS (Early Years Foundation Stage) framework Sept 2021. • Termly progress/review meetings will be held with you, the SENCo and your child's class teacher or key person. Extra meetings will be planned as necessary. • Children on SEN Support 2 will have a PLP and timetable of support which will be reviewed with your involvement, every term and the plan for the next term made. Some children on SEN Support 1 may also have a PLP. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education including parents/carers. • Individual meetings can be requested by parents at any time to discuss their children's progress.	

What support do we have for you as a parent of child with an SEND?	• We would like you to talk to your child's class key person and teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them both at home and school and can share what is working in both places. • The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • PLP's (Personalised Learning Plans) for your child (SEN Support 2) will be reviewed with your involvement each term. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Parents/carers will be sign-posted to appropriate supportive services i.e Greenwich Local Offer, Greenwich Parent Carer Participation Forum, SENDIASS, Early Bird Course (ASD outreach) and Educational Psychologist Services. The nursery will make referrals to any therapies that may support your child's needs, in discussion with you and with your consent, ie. Speech therapy, Occupational therapy, Physiotherapy.
How is our nursery made accessible for children with SEND?	• The nursery is committed to ensuring that any barriers to physical access or learning are lessened or removed so that all children with SEND are able to not only attend nursery, but make significant progress while they are here. • Each child's needs are assessed individually and adaptations made if possible i.e. lowering tables, arranging furniture in the room so wheelchairs or walkers can be manoeuvred easily. • Environmental audits have been undertaken by the visual impairment team and adaptations made as advised, eg. Yellow lines to raised surfaces and steps, orange tape on edges of doors. • The school is accessible to children with physical disability via ramps into the classroom and garden. • We ensure that equipment used is accessible to all children regardless of their needs. • We have an accessible toilet for children and one for adults. • Please also see the Accessibility Policy on the website.

How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.
	
	• When your child is moving to another school:
	  • We will contact the new school's SENco and ensure he/she knows about any special arrangements or support that need to be made for your child.
	  • We will make sure that all records about your child are passed on as soon as possible.
	  • If your child would be helped by a photo book to support them understand moving on then it will be made for them.
	  • Where possible your child will visit their new school on several occasions. They may visit at different times of day, so that the school has strategies in place at times when a child may struggle.
	  • Staff from the new school will be invited to visit your child in this school before they start.
	  • Where possible, a transition meeting will be held with parents/carers, SENco and staff at the nursery along with staff/SENco from the receiving school to pass on information and make transition arrangements.

What training do staff in our school have in SEND 2024-2025?	**Staff training includes individuals attending training courses and whole staff training.**

Training	Number of staff trained
Safeguarding updates	**All staff including bank staff**
Attention Autism stages 1-4	**2**
Sensory circuits	**3**
Makaton	**3**
Intensive Interactions	**2**
Understanding Autism	**3**
Music and movement	**10**
Pecs	**8**

	ASD online training	**9**
	Colourful Semantics	**4**
	Senco network meetings	**1**
	National SENCO Award	**1**