Henry Allen Nursery School

Local offer and annual review

2026-2027

Henry Allen Nursery School is committed to inclusion; we strive to develop policies and practices that include all children and their families. Our admission policy reflects our views and no child with Special Educational Needs will be discriminated against. We aim to engender a sense of community and belonging, and to offer new opportunities to children and their families.

Our intention is to support 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 believe that all children should be valued as individuals and given full access to a broad, balanced and differentiated nursery curriculum. We believe in 'inclusion' for all children as identified in the Childcare Act 2006. We want,

"outcomes improved and inequalities reduced." (Childcare Act 2006)

We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

"Children who are disabled, either mentally or physically, have a right to special care and education so they can lead full and independent lives." "Article 23)

How do we identify children with Special Educational Needs and/or disabilities (SEND)?

We know that pupils might need additional support when:

- Concerns are raised by parents/carers, teachers or the child.
- Through reports / discussions from a previous setting.
- Limited progress is being made.
- There is a change in the child's behaviour or progress.
- Baseline assessments show achievement to be below expected levels.
- Records of children's language and language assessments show delays in receptive and/or expressive language.
- Identified by external professionals such as Speech and Language Therapists, Physiotherapists and Occupational Therapists. (Parents/carers are **always** informed if any outside agency is involved)
- An existing Education, Health and Care Plan {EHCP} is in place.

How do we support children with SEND?

- Listening to parents/ carers and other professionals regarding their concerns.
- Listening actively to the views of the child and as far as possible involve them in their education.
- Provide a safe and caring environment and ensure that all children are treated with understanding, sensitivity and respect.
- Ensure that all children who have special educational needs are quickly identified.
- Identify gifted and talented children and make provision to meet their needs.
- Ensuring that all children's needs are met by providing relevant resources and a differentiated curriculum.
- Implementing different and varied teaching practices to meet the needs of individuals and the different ways that individuals learn.

- Keeping staff fully informed and updated on individual children's strengths and areas for development.
- Ensuring that children are referred to, and have access to specialist external professionals.
- Working as a multi professional team to promote effective provision for individual children.
- Working with our allocated inclusion officer to support children and their families.
- Children identified as having special educational needs will have a SEN support plan which highlights individual targets. Targets will be set according to the child's need. These will be monitored and reviewed by the SenCo and discussed with parents / key person to identify next steps.
- Providing individual and/or small group work where necessary to support children in different areas across the curriculum.
- Toileting programmes and provision of nappy changing facilities.
- Tailored intervention programmes as advised by external agencies such as a Speech Therapist, Physiotherapist, Occupational Therapist, the Specialised Teaching Service and the Child and Adolescent Mental health Service (CAMHS)
- Provision of specialist equipment and toys, such as large handled puzzle boards, sand timers, adult support scissors, wobble board, toys to support the development of fine and gross motor skills.
- Provision of a quiet room in the garden.
- The using of Makaton signing and visual prompts. These are used during teaching sessions, target sessions and when singing nursery rhymes. Visual aids and picture timetables are used to support the children's learning and help them access the curriculum.
- Extra-curricular activities such as dance sessions, Playball and Forest School.
- Attend relevant training to develop learning and understanding of children and how best to meet their needs.
- Build links and foster relationships within the community.
- Opportunities to take part in weekly 'Pet's for Therapy' sessions
- Foster close links with the schools which children transfer to when they leave Henry Allen.
- Respect confidentiality.

How do we assess children's progress?

- Through observations of children accessing all areas of the EYFS curriculum.
- Through daily observations of behavioural, emotional and social development by the child's key person.
- Through assessments and the children's developmental records.
- Keeping records of children's achievements and progress through observations, assessments and photographs.
- From evidence of their progress towards individual targets.
- From regular meetings to ensure each child is making good progress.
- Listening to the views of the children and their concerns.

How do we involve parents?

- Parents/carers are informed about concerns and regularly updated on their child's targets and progress.
- Targets are discussed and reviewed with parents at least termly.
- Key workers and the SENCO are easily accessible and can be approached informally at the beginning and the end of the sessions.
- Parents/carers are invited to attend progress meetings and termly parent/teacher meetings.
- Parents/carers are provided with support to assist their child's progress in their home.
- Home visits before a child starts at Henry Allen.
- Parental contributions to SEN support plans in the "All about me" section.
- Home/Nursery communication books where deemed appropriate.

How do we support a child with a medical need?

- If a child has a medical need then a Health Care Plan is compiled with the support of external agencies and with consultation with the parents. The plan is discussed with all staff involved with the child.
- Staff will attend relevant training to support individual children's needs.
- Home visits before the child starts at Henry Allen.
- Tailored induction process relevant to the needs of the individual children.

What training have our staff received?

The nursery has an experienced SENCO teacher (Mrs Charlie Macdonald) who has completed her NASENCO training, as well as a number of staff who have had years of experience supporting children with additional needs and their families.
Staff training is reviewed annually, and is available throughout the year to match the needs of particular children at any given time. Recent training has included:

- Attention Autism training
- Early Birds training {supporting children with ASD}
- The Curiosity Approach training
- How to support children with social and emotional needs.
- How to support children with speech and language difficulties.
- Makaton signing courses.
- Manual Handling training
- Training in supporting children with diabetes.
- Training supporting children fed through a tube/peg.
- Teaching staff are given strategies to use in the classroom with children who have specific needs.
- ELSA training (Emotional Literacy Support Assistant)

How do we include children in activities outside the classroom including school trips?

Henry Allen Nursery School endeavours to make all trips and activities inclusive to all.

- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- Close communication with external providers who deliver Forest School, dance and Playball sessions about the needs of the children.
- Providing extra support, either given by the staff on site or asking the child's parent to accompany them if necessary.

How accessible is the school environment?

Henry Allen Nursery School aims to be accessible to all.

- We have an off-road car park with an allocated disabled parking space.
- The site is all on one level, and can be accessed throughout without using steps.
- Wide doors ensure access for all including wheelchair users.
- The majority of the outside playground is covered in safety surfacing or grass.
- There is a garden room which provides a space for small groups or individuals to carry out targeted work.
- An adult disabled toilet.
- Small toilets and sinks for children to use with automatic taps and flushes.
- Regular fire evacuation practices.

How will children with SEND be prepared and supported when transferring to a new school?

Henry Allen Nursery School would like every child's transition to school to be as smooth as possible. Strategies are in place to help this happen. These include:

- Discussions with future schools prior to the child leaving.
- Teachers invited to the nursery for introductory meetings with the child.
- Transition sessions arranged when children can spend time at their new school, supported by parent's or a member of nursery staff.
- Additional visits arranged for children who require a more gradual transition to their new school.
- Transition books created using photos as a tool for discussions with children about their new school.
- Meetings between the two schools involving the SENCO, class teacher, key person, parents and child arranged to share information.

Who can I contact for further information?

If you wish to discuss your child's educational needs then please contact the school office to arrange a meeting with Mrs Macdonald, the SENCO teacher and Headteacher.