

Oaklands Primary Academy and The Nursery Offer

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

SEND INFORMATION REPORT 2025-2026 ANNUALLY

This report is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2015, Special Educational Needs and Disability Regulations 2014 (Part 3 Duties on Schools), Special Educational Needs Co-ordinators (Schedule 1 regulation- Information to be included in the SEN information report and Schedule 2 regulation 53 – Information to be published by a local authority in its local offer) and the Equality Act 2010, This report should be read in conjunction with the following school policies; Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy.

At Oaklands Early Learning there is a shared expectation that all pupils, regardless of their individual needs, should be offered inclusive teaching which will enable them to make the best possible progress in nursery and to feel that they are a valued member of the community. Oaklands Nursery is an inclusive nursery and offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following through assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

At Oaklands Primary Academy we embrace the fact that every child is unique and, therefore, the educational needs of every child is different; this is definitely the case for children with Special Educational Needs and Disabilities. We ensure that all children are equally valued by having equal access to a broad and balanced early years curriculum

- We have effective procedures for SEND, taking into account the current Code of Practise (2015).
- We have successful communication between teachers, teaching assistants, children with SEND, parents of SEND children and outside agencies.
- We acknowledge and draw upon parent's knowledge and expertise of their own children.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the nursery, and to ensure high quality support.
- We have strong links with our school setting and liaise well with them to facilitate a smooth transition to reception.
- We work very closely and have a very strong relationship with our school, to work together on meeting the needs of all children and continuing the learning journey.
- We ensure that the consideration of SEND crosses all developmental learning areas and all aspects of teaching and learning.
- We have strong links within our Multi Academy Trust sharing expertise and support to always strive to improve our increasing SEND provision
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Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Child key worker SENCO: Sam Burdett admin@Oaklands.cetrust.com	<p>They are responsible for adapting and refining the curriculum and environment to respond to strengths and needs of your child using the Assess, Plan, Do, Review approach. They will monitor your child's progress and refer you to the Senco for further support and advice should it be required.</p> <p>He/She is responsible for Coordinating provision for children with SEND and developing the school's Inclusion Policy and ensuring that parents are:</p> <ul style="list-style-type: none">• Involved in supporting their child's learning• Kept informed about the range and level of support offered to their child• Included in reviewing how their child is doing• Consulted about planning successful movement (transition) to a new class or school• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties• Providing specialist advice and facilitating support.
Head teacher Mr James Robinson admin@oaklands.cetrust.com SEND Governor: admin@oaklands.cetrust.com	<p>He is responsible for: the day to day management of all aspects of the school/nursery, including the provision made for pupils with SEND He is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</p>

How will the setting help my child to settle in?

In the term before your child starts in nursery, settling in days and sessions are arranged by the nursery admin staff. During these sessions your child will have the opportunity to get to know the environment of the nursery as well as meeting the staff and experiencing a range of the activities on offer. Nursery will use information provided by parents/carers, anyone else involved with your child such as speech and language therapists, and our observations of your child during their settling in sessions to plan for how to best support their transition into nursery.

We will allocate resources dependent upon individual need and one of the nursery staff will be allocated as your child's key worker. The nursery staff are skilled and experienced in easing the transition between home and school and will work with parents to develop a transition plan.

What is the setting's approach to supporting different children's needs and how will that help my child?

- The curriculum for all children in nursery is based on the Early Years Foundation Stage and is delivered using the assess, plan, do and review approach as outlined in the SEND Code of Practice. The nursery will comply with the school's Inclusion Policy.
- Children's progress and achievement are tracked on the nursery's data tracking system and are monitored half termly by nursery staff.
- Nursery staff will discuss children of concern with the Senco.
- Parents are able to discuss their concerns with nursery staff, the Senco and the pastoral manager.
- The Nursery staff, in conjunction with the Senco will collect further information and data, meet with parents and, where appropriate, refer to outside agencies for further support and advice.
- In the first instance, adaptations to the environment and provision will be discussed and agreed with the nursery staff. Any additional support will then be discussed and any agreed support to meet specific needs will be recorded on a provision map..

Intervention

Access to learning and the curriculum

How does the setting know if children need extra help ?

The new Code of Practice recognises four areas of Special Educational Needs and Disability:

- Communication and interaction
- Cognition and learning
- Social and Emotional mental health needs
- Physical and sensory needs

We use a number of indicators of special educational needs:

- Information provided by parents on entry to nursery
- the analysis of data including baseline entry profiles and Foundation Stage Profile assessments
- following concerns raised by nursery staff
- following up parental concerns
- tracking individual pupil progress over time
- information from other services

The Senco maintains a register of pupils with identified special educational needs. This is kept under review and parents are involved in regular meetings with nursery staff to discuss their child's needs and next steps identified to meet their needs.

What training and experience have staff had in supporting children with SEND?

Nursery staff have access to whole school training on SEND issues, eg ASD, speech and language, hearing impairment. The senco has completed the SENCO Accreditation Course and regularly attends SENCO meetings as well as delivering training to school staff.

Strategies/programmes to support speech and language-

We have a speech and language provider who carries out screeners on children that have been identified as possibly having a difficulty. If a difficulty is found, support will be actioned which may be via the therapists or specific nursery staff that have been trained by the therapist to carry out the intervention. Depending on your borough, speech and language assessments can also be provided by borough therapists.

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Strategies/programmes available to support development of gross and fine motor skills-

Staff in the nursery plan and implement programmes to work on developing both fine and gross motor skills,

such as dough disco, outside play, threading. Where children have a programme of support from Occupational Therapy their key worker will ensure that this is implemented.

Strategies/support available to develop independent learning and expected behaviour –

Clear, regular routines and expectations are standard within the nursery. Regular reminders from the key worker/additional adults are given as is positive praise and rewards. To aid routine and transitions, visual cue cards, visual timetables, timers and individual behaviour charts/plans or safety plans will be used. Any plans are written by Nursery staff in conjunction with the Senco.

For more information please see the inclusion plan.

Access to Medical Interventions

See the First aid and Medical Policy.

How we evaluate the impact of effectiveness of provision-

Regular monitoring of the data tracking system and observations will be used to monitor the progress and achievement of all children and the progress and achievement of children with special educational needs. Regular monitoring of observational records will be used to monitor the effectiveness of behaviour interventions. Nursery key workers keep regular records of interventions on either a class or individual provision map and these are used to track and monitor progress

Where any intervention is shown not to be making an impact, it will be reviewed and may be discontinued or adapted. Nursery action plan and individual provision maps are reviewed termly which will inform the production of the next term's action plan and individual provision maps. Regular meetings are held with parents of children with complex needs where the provision will be discussed and next steps planned.

Who can I contact for further information within the setting?

For any queries relating to administrative matters, please contact the nursery admin team (nursery@oaklands.cetrust.com)

Your child will be allocated a key worker within the setting: they will be your first point of contact regarding day to day matters. It is expected that the nursery staff will be able to deal with any of your concerns or worries regarding your child.

If you feel that this is not the case, then you are able to contact and discuss your concerns with the school's Senco Sam Burdett. She can be contacted on admin@oaklands.cetrust.com

Increasing accessibility - How accessible are the setting's indoor and outdoor environments?

See the school's Accessibility Plan and Inclusion Policy for further details.

- The nursery classrooms are on one level although there are some steps both internal and external between the main entrance and the classrooms.
- The environment of the nursery is organised to support children's independent movement around and between activities.
- Visual cues and visual symbols are used to back up spoken language.
- There are accessible changing and toilet facilities.
- Children with physical difficulties are supported through Risk Assessment Planning to ensure there are no Health and Safety Risks.
- Children with Physical Needs will be referred to Occupational Health and Physiotherapy Team as appropriate. The nursery follow programmes recommended by these teams.

Partnerships with External Agencies

What specialist services and expertise are available at or accessed by the setting?

The nursery have access to specialist staff working within the school including the school's Senco, speech and language therapists and the school's Pastoral and Behaviour Support Manager. The nursery works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Bromley Education matters

Occupational Therapists

School Nurse

Bromley Children Project

Early Help

Educational Psychologist

The Community Pediatricians

Bromley Wellbeing Service and CAMHS

Bromley Inclusion Support and Advisory Service

Access to Medical Interventions include

- See Meeting the Needs of Pupils with Medical Conditions Policy for details

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

How will I be involved in my child's learning and overall wellbeing?

• Parents are involved in decision making through meetings with nursery staff. These meetings can be set up or initiated by staff or by parents as needed. Nursery staff maintain contact with parents on a session by session basis, either through discussion at the beginning or end of a session, through planned appointments or through email contact. In line with school policy, there are regular planned parents' evenings to discuss progress and next steps. In addition, nursery staff are available to meet with parents at planned appointments to discuss progress, planning and how parents can support at home. As outlined above, parents of nursery children can also request an appointment with the school's Senco, Assistant Headteacher or Headteacher. At the end of the academic year a formal written report is sent home. □ Nursery staff, along with the school's Parent and Pupil Support Manager, can signpost parents to any relevant courses or events in the local area.

Any outside agency reports are always sent to parents and the Senco and the nursery lead are always contactable to discuss SEND and pupil welfare. Following meetings, appointments may be requested from those agencies previously mentioned and once carried out any outside agency reports will be forwarded to parents.

How will the setting support my child at times of change, for example moving into school?

The nursery runs a transition programme with the school for those children moving into to the reception year at Oaklands Primary Academy. This includes joining the reception children in the reception class,. The nursery children use the school environment for many of their day to day activities, for example the KS1 hall and playground as well as the school field. All children in the nursery are provided with a social story regarding moving to their new setting. Meetings are held with the receiving reception teachers when children move into the school. If children are moving to another school, information is passed to that school with the nursery staff being available to meet with staff from the receiving school. All relevant records, including assessments are forwarded to the new setting.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills

and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered :

- Training on Quality First Teaching strategies in the classroom
- Training on Provision mapping and setting SMART targets
- Coaching sessions on reviewing Provision maps.
- Professional Development Meetings
- Training for children with ASD through outreach programmes in neighbouring Local Authority
- ADHD specific training
- Positive handling
- De regulation training
- Makaton – ARP and Nursery
- Other setting visits and review of provision to enhance our own
- Direct work with curriculum manager Nursery Consultant/advisor – enhancing curriculum provision for send
- Nursery consultant for engagement planning for SEND from 2-4 years
- Complex needs guidance meetings to enhance send provision/environment
- On line training programmes.

Our SENCO actively engages with local opportunities to share best practice and keep a breast of current local and national initiatives and policy to support pupils with SEN. This includes attendance at Bromley SENCO forums.

Complaints and Concerns.

Parents are encouraged to follow our complaints policy and discuss their concerns initially with the class teacher and SENCO to resolve the issue before contacting the Head teacher. If the complaint is not resolved, a formal complaint should be made to the Head teacher who will forward this on to the governing trust body. Should the complaint not be resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children with SEN who have an EHC, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

FURTHER INFORMATION

The 'Children and Families Bill' (2014) requires all Local Authorities and schools to publish and keep under review information about services they expect to be available for all children and young people with Special Educational Needs and Disabilities, aged 0-25. This is called the 'Local Offer'. The Local Offer is intended to improve the choice for families. It is also an important resource for parents, in order for them to understand the range of services and provision in the local area.

The Local Authority Local Offer – <https://www.bromley.gov.uk/localoffer>

More support and services for pupils and their families can be found at

Bromley Parent Voice (forum and support for parents) - <http://www.bromleyparentvoice.org.uk>

The DfE code of Practice (Statutory practice) — <http://www.education.gov.uk/childrenandyoungpeople/send>

Bromley Children's project (supporting families) — [Bromley Children Project – London Borough of Bromley](#)

Bromley Wellbeing- (supporting families and children) [Bromley Y Home Page \(bromley-y.org\)](http://bromley-y.org)

Bromley IASS advice: (support with SEN) [Bromley IASS — Bromley Information, Advice and Support Service](#)

[\(IASS\)](#)

Food bank information via our Pupil Support/Safeguard Lead Ms Amy Nabdo 01689 602786 Autism support-
[Main Home - CASPA BROMLEY](#)

ADHD support- [ADHD and mental health - Mind](#)

Speech and language support-[Signs and symptoms \(speechandlanguage.org.uk\)](#)

Dyslexia and Dyscalculia Support- [Dyscalculia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Dyspraxia support: <https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyspraxia>.