North Islington Nursery School and Children's Centre
Special Educational Needs and Disabilities (SEND)
Information Report September 2026-2027

North Islington Nursery School like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress and we will ensure that a child with SEND gets the support they need – this means doing everything we can to meet the child's individual needs.

How do we support children with Special Educational Needs or Disabilities (SEND)?

- All staff are responsible for every child in their care.
- Where a child is identified as having a special need or disability we aim to put effective special educational provision in place.
- There is a Code of Practice 2014 which helps us understand the children's needs and how we can help them make good progress. It defines a child under compulsory school age as having special needs when he or she ***"has a significantly greater difficulty in learning than the majority of others 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 at the same age in mainstream schools". (The SEND Code of practice 2014)***
- We aim to meet the needs of individual children through effective teaching and learning.
- We work in a flexible way to develop effective partnerships with children and their parents/carers and other health professionals.

- We cater for all forms of Special Educational Need as long as we can offer provision safely (for that child and other children in our care).
- We are committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND) and believe that all children, including those with SEND have a unique contribution to make. We carefully differentiate provision to ensure that all children can access a full range of stimulating educational experiences. We believe that the child's family should be fully involved in the process of planning for and supporting their child with SEND and that our role is to ensure families have full access to information regarding their rights and entitlement.
- We aim to meet children's medical needs as far as we are reasonably and safely able to. This may sometimes mean that staff receive specialist training to be able to offer routine procedures that allow children to gain access to a full nursery day or to a full range of experiences.

What kinds of Special Educational Needs (SEND) does the school cater for?

North Islington Nursery School welcomes children with SEND including:

- Communication and Interaction e.g. speech, language and communication needs (SLCN)
- Autistic children

• Cognition and learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay

• Social, emotional and mental health difficulties (SEMH)

• Sensory and/or physical needs e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

• Medical needs. Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

What are the school's policies for the identification and assessment of pupils with SEND?

We identify whether a child requires additional support in a number of ways;

- Children may start nursery with a recognised or diagnosed SEN.
- Parents may raise a concern about a child's development.
- Nursery staff or other professionals may raise concerns regarding a child's development or presentation through classroom observations.

What happens when a concern is raised?

When a concern is raised, the SENCO (with the child's key person) discuss the concern with the child's family, including what they have noticed and how they would like to explore this further which may include;

- The SENCO and/or staff carrying out detailed observations looking and listening to what the child is doing, their strengths, interests and challenges
- Assessing the child's developmental level with regard to age related expectations of development, e.g. Birth to Five Matters.
- Seeking advice from specialists such as the School's linked Speech and Language Therapist, Educational Psychologist, Clinical psychologist or Health visitor.

The SENCO and/or key person would then share any conclusions with the child's family and involve them in planning the next step which may be;

- Continuing to monitor the child's development closely
- Using an "Assess, Plan, Do and Review" cycle creating a Short Term Plan to secure good progress for the child
- Do either or both of the above with the support, referrals and/or input of relevant professionals

Short Term Plans are written in collaboration with the child's family, the SENCO, relevant staff working with the child and any professionals involved. They are reviewed every term and become part of an Assess, Plan, Do and Review cycle that is adapted and repeated depending on progress, the level of need and support.

The short term plans outline targets for the child's development starting with the child's strengths. Outcomes are then agreed upon with strategies to support their interests and challenges both in the classroom and where relevant at home. Families are encouraged

to take part in setting and reviewing these targets and offering support at home. These meetings are also used as an opportunity for parents and other professionals present to share any recent or future information regarding the child's development, appointments or feedback from assessments/observations.

The SENCO is usually available in person to meet parents/carers at short notice to discuss any relevant or recent concerns.

What is our approach to teaching children with SEN?

- We consider that good practice for children with SEND is good practice for all children and aim to offer outstanding, rich learning experiences in all areas of development for all children, including those with SEND.
- We aim to integrate children with SEND as much as is possible and support is mostly offered within the classroom as part of usual classroom routines However there may be times when the child's needs are more successfully supported in a smaller, quieter space.
- We differentiate our provision to ensure that all children can access activities at a range of developmental stages. Staff plan, discuss and provide children with an environment where they can take part in an experience at different levels and in different ways.
- We take advice from professionals such as speech and language therapists, physiotherapists, educational psychologists and occupational therapist and others to inform the plans and resources provided for children with SEND.
- We plan for particular experiences to support children with SEND to make progress and to reach their agreed targets. These experiences will be available on a daily basis.
- As much as possible activities are offered in mixed groups with or alongside children meeting age related expectations.
- We have a flexible approach based on the child's need not what is convenient or conventional.
- Whenever appropriate we adapt the learning environment to offer better access to children with SEND, for example providing a space with sensory resources for a child who is feeling overwhelmed.
- Where appropriate we will carry out a risk assessment and make any relevant adjustments to the setting.
- We aim to work in partnership with the child's parents/carers to achieve the best outcomes for the child.

What additional support for learning is available to children with SEN?

- We employ one extra support staff in each classroom so that there is an additional person above the required statutory ratio. This means that there can be some flexibility for staff having times during the session where they can play and support a child with identified needs. This might be to support their agreed short term targets, toileting, during lunch or at times during the day when they are becoming dysregulated. This sometimes means that they will work directly with the children with additional needs or support their access to another adult led activity by working alongside them. Although it is not possible to work with children with SEND individually at all times there will be times during the day where a specific target will be supported on a 1:1 ratio for a short period of time.

What features of North Islington Nursery School support children with SEND?

- We offer home visits to all children before they start as a means of establishing an open, supportive relationship between the school and home. It is important to us that all children have a positive start to nursery and establishing a positive relationship with the key person is important as is a gradual settling in period. This may sometimes mean that depending on the severity of need, a child may only attend for a few hours every day until he/she is able to extend this time.

- We are very lucky to have a large outdoor environment which has some features that can enhance the development and support the sensory needs of the children. It includes a large climbing frame, opportunities for swinging including a large hammock, sand and water area, mud kitchen, and irregular slopes, surfaces and steps.

- We have created a small classroom upstairs which provides a quieter space with specific resources chosen to support sensory needs, interactions, to develop play skills and communication needs. The space allows a calmer place for children when they are feeling dysregulated in the busier main classrooms, it is a quieter space to start a day, it allows for more structured support without classroom distractions and can offer a higher ratio of adult to child support.
  This space is currently used every morning for a group of identified children to start their day before transitioning to the main nursery classroom. Other children can access this space throughout the day with adult support when appropriate.

- We offer Attention Builders groups for those children who require support with all areas of communication (attention and listening, speaking and understanding). The groups are small, short and snappy led by experienced staff members.

- We have invested in a Speech and Language therapist who comes weekly to observe referred children, to support staff, to meet with parents to talk through challenges and offer advice and when agreed provide short 1:1 sessions. Referrals are made by the SENCO with agreement from parents.

- Our building is wheelchair accessible and we have a lift to access upstairs, a disabled toilet and baby changing facilities.

- We seek advice from professional colleagues in the local authority, for example The Early Years Inclusion Team, physiotherapists for advice around specialist equipment, CAMHS clinical psychologist linked to the setting and speech and language therapists for communication concerns.
- With advice from professionals, we will purchase any additional equipment and resources to support development with funding requested through Islington Early Years SEN.

- The school is committed to reflecting and improving our interactions with children on an ongoing and regular basis. Working alongside a speech and language therapist, staff work in partnership with a colleague analysing and reflecting upon their interactions with children in the classroom.

- Access to family support services, clinical psychology and other Outreach Services including Stay and Play, ESOL, housing support and targeted parenting support. We have a close relationship with our CAHMS worker who with agreement from the family can observe a child in the classroom and work directly with staff and parents supporting a range of challenges.

- We have had training from a play therapist around supporting children's emotional needs.

- We are committed to and value having a close working relationship with all parents and carers. Termly coffee mornings are arranged for families with children with identified needs to have a safe space to talk about concerns and share strategies and support.

Roles within the nursery in regard to SEN, SEN co-ordinator details

The SENCO (Special Educational Needs Co-ordinator details)

- The SENCO (Special Educational Needs Co-ordinator) is the person in the school with special responsibility to ensure that the needs of children with SEN are met and that families are fully involved in planning and evaluating the provision for their children. In the school the SENCO must be a qualified teacher.

The SENCO here is; Becky Powell
Contact details; rebecca.powell@islington.gov.uk
02075274844

- Our Area SENCO (assigned by the Local Authority) is Allison McCullough.
- It is the responsibility of all staff to know what individual targets and support are required for each child with SEN and the Room Leader with the support of the SENCO to ensure that activities are planned to ensure that there are opportunities to achieve these targets.
- Children with SEN are monitored and observed by the same process as all children but in addition have regular short term targets where progress and challenges are discussed and reviewed.

How are staff trained and supported to work with children with SEND? And how is our provision monitored for quality?

- Staff, including the SENCO, have access to a variety of training in relation to supporting children with SEND. These include staff meetings sessions and more specialist courses off site or online from Islington Bright Start. We have a link with the outreach team at both The Bridge School for children with social communication disorders and Richard Cloudsley special school. We have access to training and support from the Community Speech and Language Therapist.
- We have close and regular contact with our assigned Education Psychologist, Speech and Language Therapist and Clinical Psychologist as well as professionals from Islington's Social Communication Team and Early Years Development Team. The latter are multi-disciplinary teams including occupational therapists, speech and language therapists, physiotherapists and clinical psychologists. Through our work with psychologists, we have links to the wider "Child and Adolescent Mental Health Service" or CAHMS.

- We work closely with our local Health Visiting Team and through them are able to communicate when needed with GPs and paediatricians. When a child has a particular medical need staff will receive training from the community nursing team.
- Our work with children with SEND and their families is monitored by the Local Authority. We also self-evaluate and are inspected by Ofsted under Section 5/8 and Ofsted Early Years Registration Inspection. These reports can be downloaded at www.ofsted.gov.uk
- As a school we have an active Governing Body overseeing our work. The governors are responsible for monitoring provision for children with SEND and ensure provision and monitoring is at a high standard. Our current SEN governor is Mary Meola.
- Formal observations and regular "learning walks" by the senior leadership team and our link inspector support the monitoring of quality practice and provision.

The Training and Expertise of our Staff

Details of training/expertise	**% of school staff trained**
Understanding language development and supporting children with language needs	All staff December 2019
ECAT	50%
PECS	1 SEN Educational Support Worker
Makaton Training	80% of staff
Supporting communication through facilitating language group	3 staff
How to support pupils on the autistic spectrum	10 staff
Supporting children with speech sounds	1 staff
CAMHS reflective practice	All staff
Diabetic Ketone/Glucose testing procedures	4 staff
Naso gastric Feeding	5 staff
OT and Physio training as required to support individuals	As required
Epipen Training	All staff
Epilepsy training	As required
Attention Autism training	1 staff
Play Therapy/supporting a child's emotional	70 % of staff

needs and self-regulation	
Managing children's challenging behaviour	

How do we involve and consult children with SEND and their families in their education?

- We offer a home visit to all children before they start their place in the nursery. This gives parents a chance right from the start, to express any feelings, concerns or possible worries about their child's education. Families are invited to attend all planning and review meetings relating to their child's education and are encouraged to fully participate. We try to make these meetings as accessible as possible by offering dates and times most convenient for them. Although these meetings are sometimes attended by other professional involved it is the child's parents/carers who are the priority.
- In addition to reviews of children's Short Term Plans we offer reviews of children's progress termly in relation to the EYFS and an integrated 2- year old review in partnership with the child's parents/carers. Where there are concerns we may seek advice from the child's health visitor following their 2- year old review.
- We encourage families to join us on educational visits and participate in any school social and celebratory events.
- The child's key person is available on most days for a brief informal chat regarding their child. An appointment can be made separately with the SENCO or key person on another day to discuss any issues or concerns. As much as possible we aim to keep in close contact with families via newsletters/emails and text messages.
- We offer other ways for families to give more general feedback through the annual parent/carer survey.
- When available we promote information and signpost parents to any relevant training courses and workshops available to them in the local area.
- We encourage all parents/carers to consider becoming Parent Governors whenever there are vacancies.
- As the children we work with are very young it is difficult and not always possible to include their views and voices directly into the planning. However, we pay close attention to their current interests and fascinations and try to include these in how we plan and provide for them.

How do we settle children in and help them make the transition to primary school or to another setting?

- We have a well-established policy to support children settling into their nursery place. We believe that going at each individual child's pace is important and believe that children need to have at least one close relationship with an adult before they are left by their family member. We are aware that children all have different needs, particularly if they have SEND and we are always willing and open to extending the settling in process as is appropriate for that child.
- We are aware that any transition to a different setting can be challenging for children, but in particular those with SEND. We offer as much support as we can to families in making this important choice for their child by organising transition meetings with the child's new school in good time, visiting schools with the parent and the child, where possible inviting staff from the new setting to visit the child at NINS; preparing resources such as a transition book, passport/one page profile with photo's together with a leavers letter and profile book of work and photographs.

How do parents raise a concern or complain about the SEN provision at North Islington Nursery School?

We have a clear procedure for families to raise concerns or make a complaint about our provision. The procedure is as follows;

- We would first invite and encourage the family to discuss any concerns with the child's key person or room leader.
- If this situation is not resolved, we ask families to raise their concern with the SENCO.
- If further support is needed families are asked to discuss the matter with the Head Teacher (Sally Franklin).
- If the Head Teacher is unable to resolve an issue, then we ask families to raise their concerns with the Governing Body for the School.
- If the Governors are unable to solve an issue, then the families can take their concerns directly to OFSTED who can be contacted on 03001231231.
- If a family are concerned about a child's well-being or safety and are not satisfied with the response from the school, they could consider contacting Children's Social Care directly on 0207 5277400.

Where can I find out more information about SEND services in Islington and in the local area?

- Islington Local Authority produces a document called "The Local Offer". This lists the provision and support available for children with SEND and their families in Islington. The offer can be found via the council's website which also has other helpful information- www.islington.gov.uk
- Other local organisations that offer information and/or support for families with children with SEND are;

Bright Start Islington website which has a range of information, support and other links to provide information and support. https://directory.islington.gov.uk/kb5/islington/directory/advice.page?id=QSjf0l-9CKo

Contact a family- This offers support and information on a wide range of issues affecting families with children with SEND and also offers support around practical matters. You can reach them on a free helpline 0808 808 3555 or www.cafamily.org.uk.

Centre 404- This offers support for people with learning disabilities and their families. They are based in Islington and can be contacted at www.centre404.org.uk Tel: 0207 6978762

Disability Access Fund Application Form

Other helpful resources:-

Special Needs jungle- a parent-led information, resources and informed opinion about Children and young people with SEND, Health conditions and rare diseases. www.specialneedsjungle.com

I CAN- the children's communications charity

Nasen- an online organisation that promotes the development of children and young people with SEN and supports those who work with them. http://www.sendgateway.org.uk/

Autism Education Trust

Family Fund

https://www.bbc.co.uk/tiny-happy-people

https://www.hanen.org/Home.aspx

The Communication Trust: www.thecommunicationtrust.org.uk

Early Support: www.ncb.org.uk/early-support

http://www.autism.org.uk/

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

https://www.actiononhearingloss.org.uk/

https://www.scope.org.uk/

Eric.org- for toileting advice

Family Fund

www.downs-syndrome.org.uk

downrightexcellent.org- local support for children with Downs Syndrome

www.rnib.org.uk- information for parents of children with vision impairment

Appendices

An example of a short term plan

Short Term Plans should follow the graduated approach (APDR)		Assess	Plan	DO	Review
Focus on the 3 Prime Areas *(Minimum 3 targets should be identified)* **Using the Birth to 5 Matters identify areas of focus from the 3 prime listed below. If you have more than 1 target in this area then use the 2nd target row**		**What can I (child) do now?** **Assessment / strengths / difficulties**	**What am I expected to do in eight weeks' time** **Target/ Goals**	**How can you (adult) help me achieve this?** **Actions / strategy and resources**	**How did I do?** **Review of target / goals**
1st Target	**Personal, Social and Emotional Development**				

2nd Target	**Communication and Language development**				
3rd Target	**Physical Development**				

***This section must be completed at the STP review using the Birth to 5 Matters Age Ranges as a guide to making the best fit judgement on the child's development ***

Highlight appropriate range i.e. R1 and highlight Emerging, Working within, Secure

Range 1 (R1) 0-12 mths	**Range 2 (R2) 12-18mths**	**Range 3 (R3) 18-24mths**	**Range 4 (R4) 24-36mths**	**Range 5 (R5) 36-48mths**	**Range 6 (R6) 48-71mths**

Personal Social	**Making Relationships**			**Sense of Self**			**Understanding Feelings**			**Communication and Language**	**Listening & Attention**			**Understanding**			**Speaking**			**Physical**	**Moving & Handling**			**Help & Self Care**		
Age Ranges *i.e Range 1* *Birth–12 months*	R1	R2	R3	R1	R2	R3	R1	R2	R3	**Age Range** *i.e.Range 2* *12-18 months*	R1	R2	R3	R1	R2	R3	R1	R2	R3	**Age Range** *i.e.Range 3* *18–24 months*	R1	R2	R3	R1	R2	R3
	R4	R5	R6	R4	R5	R5	R4	R5	R6		R4	R5	R6	R4	R5	R6	R4	R5	R6		R4	R5	R6	R4	R5	R6
Tracking	Emerging			Emerging			Emerging			**Tracking**	Emerging			Emerging			Emerging			**Tracking**	Emerging			Emerging		

(highlight related milestone)	Working within	Working within	Working within	*(highlight related milestone)*	Working within	Working within	Working within	*(highlight related milestone)*	Working within	Working within
	Secure	Secure	Secure		Secure	Secure	Secure		Secure	Secure

An example of the 2-year old progress review

A Unique Child

Child's Name:																
Child's Age in months:			**Date:**		**Key Person:**											
Child's Date of Birth:																
Comments on Characteristics of Effective Learning:																
Personal, Social and Emotional Development:																
Making Relationships						**Self-confidence/self-awareness**						**Managing feelings and behaviour**					
0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60
Communication and Language:																

Listening and Attention						Understanding						Speaking					
0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60

Physical Development:

Moving and Handling						Health and Self-care						
0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60	

Parent's Comments: (share what your child can do at home)
Do you have any concerns about your child's development?

<u>Agreed next steps:</u>
What learning opportunities will be provided to support the next steps at nursery?

How best can parents/carer's support the next steps at home:

Will a referral be made to SENCO for targeted support? Yes ☐ No ☐
If yes, please provide details:

SEN Support Plan: (One Page Profile for)		**DOB / /**

What's important to me…

•

Characteristics of Effective Learning...

•

Picture of child

What people like and admire about me…

•

Likes and dislikes…

How best to support me…

-

I communicate by…

-