



Grandpont Nursery School Inclusion and SEND (Special Educational Needs and Disabilities) Information Report 2025

Our Grandpont Nursery School community provides a holistic approach to Inclusion with the child at the centre. This information report reflects the Special Educational Needs and Disabilities Policy.

We create a welcoming, stimulating and adaptable environment that caters to all learning styles and interests.

Our Collective Aims for Children and Families are:

- ❖ We endeavour to always nurture the child as a unique learner, with their knowledge and skills encouraged and celebrated.
- ❖ We believe that everyone in our community is an individual with their own strengths, interests and skills, to build upon.
- ❖ We show respectfulness to everyone, valuing our differences and uniqueness.
- ❖ Each child's voice is listened to and valued.
- ❖ We recognise that we all learn different things from each other and our lives are enriched because of this.
- ❖ Everyone in our community has the right to an equitable and fair learning environment.
- ❖ Ensuring every child's wellbeing needs are met so that they are in 'the right place' emotionally to learn.
- ❖ We aim to foster independence and positive relationships.
- ❖ Planning for an enabling environment which is conducive to learning, taking into account such aspects as sensory differences.

As a caring nursery school, we know all of our children individually and respond to every child's learning preferences and differences. We ensure that we have a structure in place to support every child's strengths and needs. More information can be found in our policy which can be found at

https://www.grandpontnurseryschool.co.uk/website/send_and_inclusion/295120

In accordance with the Special Educational Needs and Disability (SEND) Code of Practice 2014, the Grandpont Nursery Information Report includes information regarding:

- How we ensure an inclusive environment that listens to the child's voice and places it at the forefront of all practice, during their time at nursery.
- Creating a nurturing and adaptable enabling environment that all children are able to access (please refer to Grandpont Nursery Accessibility policy).
- How we celebrate every child's skills and strengths and help them to develop these and make progress in all areas of learning at their own pace.
- Planning a rich, inspiring, creative and adaptive curriculum for the individual child.
- The ways in which we work closely with families, to listen, value and discuss any parental concerns about their child's development.
- How the nursery implements Quality First Teaching with Universal support for all children. This is explained in further detail within the next section of the report.

- The Targeted and Specialist support for children with SEND- including working in partnership with multi agencies.



Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Louise Russell. She can be contacted through the school office at office@grandpontnurseryschool.co.uk or Tel: 01865 242900

Louise is our named contact within the school for when parents have concerns.

Our Governor with SEND responsibility is Jo Elliott

Grandpont Nursery School provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties or understanding information
- **Social, Emotional and Mental Health needs;** this includes children who may communicate behaviours reflecting underlying emotional difficulties.
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

Staff Knowledge and Expertise

All staff have attended training provided by Oxfordshire County Council to support understanding of a variety of special educational needs including autism and speech and language development.

Staff underwent extensive training focusing on attachment to better understand the reason behind different behaviours, such as difficulty with communicating, interacting and relationships.

During INSET all members of the team were included in training that focused on the Graduated Response and how we implement this to support individual children.

Through training, implementation and reflection we are developing understanding and embedding Quality interactions to support all areas of children's development.

The SENCo has completed the Oxfordshire SEND Inclusion Audit to identify strong practice and identify developing areas.

Staff attend training delivered by Oxfordshire Education Services, relevant to all aspects of Children's development.

We have developed an Inclusion lead team to mentor and support staff. This also ensures that there is a qualified member of staff to support children throughout the year.

A member of staff has undertaken and completed the Language Lead Training to lead staff in continuing to support children within all areas of Communication and Interaction. All staff will receive ongoing training throughout the year, with regards to high quality teaching and learning to support all learners. This will be undertaken by the SENDCo.

Training for all staff will include:

'May I Join You?' Shared attention training

Self regulation

Schematic play

Graduated Response

Our SEND policy is available on our website www.grandpontnurseryschool.co.uk
Parents can also request a paper copy from the office. The policy includes our systems for identifying pupils with SEND and assessing their needs and helping them to thrive and reach their full potential.

Grandpont Nursery School

Universal support and Inclusive teaching:

SEND Code of practice 2015 states that “high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people.”

Quality First inclusive Teaching: High quality inclusive teaching for all children, taking into consideration the interests of each child and planning a curriculum that is broad and balanced.

Parent Partnership

- Respectful relationships with parents that promote open communication and trust.
- Regular Parent Consultations to discuss children’s development and celebrate moments.
- Regular opportunities for parents to share learning journals with their child.
- Invitations for parents to join the children for storytime, rhymetime and workshops for maths, literacy, communication and language and sensory play. Ideas for parents to try at home with their children.

Curriculum

- Continuous Provision that demonstrates a deep understanding of all the areas of learning.
- Planning reflects the children’s interests by enhancing the environment and encouraging further learning with quality interactions and inclusive teaching.
- A focus on developing the key skills of the Characteristics of Effective Learning which underpins how children learn.
- Opportunities for children to explore, investigate, problem solve, design, plan, work collaboratively and create throughout the session.

Inclusive Ethos

Fostering a culture of lifelong learning, curiosity and independence through:

- Celebrating difference, following children’s interests and fascinations.
- Nurturing environment, supporting the wellbeing of children.
- All children feel safe and happy to come to nursery.
- Promoting children’s voice; verbal or pre-verbal through interactions and observations.
- Acknowledging children’s feelings, supporting managing emotions and understanding that behaviour is communication.
- High aspirations for all learners, understanding that children learn in a variety of ways and adapting teaching to their strengths and needs.

Enabling Environment

- Continuous provision is engaging and encouraging children to become independent learners.
- All Areas of Learning are reflected throughout the environment.
- Staff reflect on children's fascinations and interests by planning and enhanced provision. Teachers follow Oxfordshire Assess, Plan, Do, Review approach.
- Children's work is displayed throughout the nursery to document their learning, reflect on experiences and to highlight the process of the learning taking place.
- Communication friendly rooms, with visual timetables displayed alongside labelled resources to promote a nurturing environment.

Children's development

- Children's development and progress is assessed continuously throughout the year, through observations, effective quality interactions, discussions and reflection.
- Staff knowledge, in understanding how children learn and stages of development.
- In depth observations of children during child initiated activities, adult initiated activities and adult directed activities.
- Observations regularly written chronologically in learning stories to celebrate learning moments, progression and development.
- Respectful communication with parents through informal; e.g. Collection time, phone calls, Tapestry and formal means e.g. Parent consultations, meetings with SENCo.

Targeted Interventions

SEND Code of Practice 2015 states "The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty."

SEND Code of Practice 2015: There should be 4 stages of action; "assess, plan, do and review." Grandpont nursery school adopt these stages of action and the Graduated approach to identifying and supporting areas of SEND.

Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning. We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEN Toolkit

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>.

- All interventions provided are individual in order to ensure an adaptive curriculum.

- The family and child complete an All About Me, to ensure their views are at the forefront of any discussions and their voices are heard and acted upon. This is also to maintain high aspirations.
- All members of the staff team are confident and skilled at supporting children who may need extra support in a particular area of development.
- Staff follow tailored continuous professional development training through staff meetings, INSET, Individual training, training from multi agencies.
- Parents are invited to discuss their observations and concerns with the Key Person and SENCo.

Specialist

Specialist support is individualised provision for a small number of children where it is necessary to provide highly tailored intervention to enable children to achieve their potential and thrive. This may include specialist interventions, a higher level of staffing, and working alongside multi agencies.

- Parents are consulted at all stages of the SEND process. As they know their child best, it is essential that the child and parents voice is paramount.
- Staff have individualised training from the SENCo to ensure Quality First Teaching for all children requiring specialist support.
- Children have individual celebratory development plans that are reviewed regularly with parents, to ensure progress and high aspirations.
- Additional Funding may be requested to offer extra support for those children who have more significant needs.
- Discussions take place with parents to decide whether an Education Health Care Plan is the best way for their child to be supported.
- The SENDCo supports parents to apply for disability benefits, and to source information and outside support agencies through the local offer.
- Working closely alongside multi agencies-Speech and Language therapists, Early Years SEND Advisory Team, SENSS team, Disability Advisory Team, Educational Psychologists, Occupational Therapists.
- In some circumstances an Educational Health Care Needs Assessment may be requested to ensure a child is fully supported to make progress at their own pace, bringing all advice from multi agencies together

How we work alongside and in partnership with parents.

Grandpont nursery views parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children. We make sure that we work in partnership with parents by:

- Daily communication on arrival and at the end of the day. Regular communication to discuss and celebrate moments, and for parents to share worries or concerns.
- Review meetings with parents are held every 6-8 weeks. This is an opportunity for parents to meet with their child's key person and reflect on their child's interests and strengths and how we build upon them. These times ensure that the aspirations of families are at the forefront of planning outcomes together. The practitioner will also create observations of the child's development which they will share with parents. Learning stories will be shared regularly with parents to celebrate all that their child can do now at home and at nursery and what they are learning to do.
- We use Tapestry – an online communication platform - to help us to share children's learning with parents and carers by giving them regular access to photographs, videos and notes about their children. Parents and carers will be able to send photos and videos back to let the Key Person know what their child loves doing, helping them understand their development at home.
- We recognise that some families may need additional support depending on their needs and the complexity of support they require. Our team can complete a strength and needs form and refer to Early Help in cases where a family's needs are complex and require several agencies working together to help.

Placing young children at the centre and involving them in their education

Children's views are sought and taken into consideration in discussions about their learning and development. This is achieved in a variety of ways, for example, when a child cannot contribute his or her thoughts and feelings verbally, we observe their interests, their likes and dislikes. This may be written or recorded with photographs which can be used for making choices and indicating preferences. Children and their Key Person will have time together to look through their Learning Stories and share their play and learning.

Each child will have a profile that celebrates all that they can do and what they are learning to do. It has the child at the centre, focusing on their interests and strengths. This profile is written in partnership with parents and ensures that the child's voice is at the heart of all outcomes and plans. The profile works alongside the Graduated Response and ensures high expectations for every child to thrive.

Arrangements for assessing and reviewing children's progress

- Practitioners at Grandpont have a good understanding of child development and, guided by the SENDCo, use this to identify whether children who may not be where we expect them to be for their age. The Key Person will reflect on the observations made of children's play and learning and will plan learning opportunities that will support each child to make progress. We use the document Birth to Five Matters to help us plan our curriculum and track children's progress using Oxfordshire County Council's Early Years Developmental journal.
- More frequent observations will be made for children with SEND, and the SENDCo will have regular meetings with the child's Key Person to discuss their observations and how teaching and learning opportunities can be adapted to help them make progress. These can also be shared with parents via Tapestry
- The Key Person builds a learning story for their children. This records the child's learning and, for children with SEND, will focus on progress related to their individual needs
- Where we have concerns about a child's communication and interaction development, we use the Wellcomm language screening tool to identify specific needs. This also supports practitioners to plan for next steps to support the individual child.
- We use Birth to Five Matters and Wellcom to help us to develop our approach to curriculum and assessment. Where a child with SEND has high level needs, we use the Oxfordshire Early Years Developmental Journal and the Oxfordshire based SCERTS Assessment Framework to create a developmental profile and show progress. This profile allows us to identify finely tuned skills and understanding that are Emerging (seen for the first time); Developing (seen sometimes); Achieved (seen often)
- Discussions take place with parents to decide whether an Education, Health and Care Plan is the best way for their child to be supported. The SENDCo supports families who may be applying for an Education, Health and Needs Assessment at each stage of the process.

Arrangements for supporting children moving between phases of education

The SENDCo will make sure that arrangements for supporting children with SEND to move on to primary school are particularly strong and help the new teacher to understand the child's learning styles, their previous learning experiences and what they have enjoyed up to that point

- Parents will be at the forefront of all discussions and transition planning meetings with the receiving setting, SENDCo and other agencies supporting the child.
- Meetings are arranged with the SENDCo at the primary school to support transition, alongside parents.
- The SENDCo and Key Person will use the Oxfordshire Transition document and meetings to share information and progress with receiving teachers
- Children will have the opportunity to visit their new school, so that they are familiar with where they go in, where they hang their coat, what their classroom looks like, who their teacher is etc. Children with SEND will be offered additional visits if needed.
- Children's records will be transferred to their new school prior to the end of the school year.

Information regarding transition can be found in Grandpont Nursery Transition Policy: https://www.grandpontnurseryschool.co.uk/website/policies_procedures_and_statutory_reports/579782

Teaching and Learning Approaches at Grandpont Nursery

Each child is given a Key Person who will make sure that their emotional and learning needs are met. The Key Person and SENDCo analyse observations to identify emotional needs and positive, consistent strategies to support.

Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning. We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEN Toolkit

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

All interventions provided are personalised, in order to ensure inspiring and adaptive curriculum support.

SEND support is based on a cycle of action that can be revisited with increasing detail, increasing frequency and increased involvement of parents. The cycle of action has four stages: **assessing; planning; doing and reviewing** the provision, as outlined in the SEND Code of Practice, 2014.

The SENDCO regularly reviews the progress of children with SEND and creates a support plan targeted to the child's individual strengths and needs:

- The first response is high quality targeted teaching which may be in small groups or through short, individual quality interactions between staff and children
- Additional adult support will be put in place for children with an EHCP and high-level needs
- Teaching and learning is based on strong partnerships with parents (see above)

How adaptations are made to the curriculum and the learning environment.

The way we adapt the curriculum for children with SEND is set out in the school Equality Policy and Equality Plan, which can be found on our website, or a copy can be requested from the office. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

- The environment is well organised so that children can direct their own learning. The visual environment is calm to prevent sensory overload
- Practitioners skillfully identify triggers and sensitively observe and notice when children are feeling dysregulated, or overwhelmed through being responsive, calm and empathetic. The Sensory room provides a relaxing space that is available for children that may need a quieter atmosphere at times during the day, supporting their emotional well being.
- Adaptations to experiences are made in response to children's needs e.g. a focus on rich language experiences for children with communication and language needs; book-led learning; author of the week. Additional stories and story sacks have been developed to support children's language development
- Interactions are adapted/personalised to meet children's needs. Our child-centred approach and strong key person relationships ensure that interactions are tightly focused to children's needs. Daily staff meetings identify the focus for adults when supporting identified children
- Visual timetables are used to support children to reduce children's anxiety by showing what is going to happen in their day and help them to manage change.
- Children with communication needs are supported through our use of the May I Join You approach Makaton signing and SCERTs picture/photo cards to enable children to communicate
- Skilled practitioners provide additional support based on children's strengths and needs eg modelling and implementing language strategies through play for children with Communication and Interaction differences.
- We plan learning experiences that ensure all children have access to a rich, broad curriculum, for example through a wide range of experiences in the woodland area, physical ways to enact and experience stories; lots of cooking; stories and resources from different cultures, celebrating festivals
- We work closely with outside agencies, such as speech and language and the educational psychologist to implement the advice suggested.

Additional support for learning

- SEND funding is used for:
- Creating an inspiring learning environment that helps children feel curious, happy and motivated.
 - additional staff to support children in their own play and in planned and adult led activities
 - training - all staff have attended training provided by Oxfordshire County Council to strengthen their understanding of a variety of special educational needs including autism and speech and language development.
 - Staff underwent extensive training on attachment and behaviour to better understand the reason behind different behaviours, such as difficulty with communicating, interacting and relationships
 - resources such as sensory experiences, that reflect the child's interests.

The expertise and training of staff to support children:

- Staff at Grandpont have a good understanding of child development and the skills, knowledge and understanding that we would expect to see for nursery age children
- All members of the staff team are confident and skilled at supporting children who may need extra support in a particular area of development.
- Staff follow tailored continuous professional development training through staff meetings, INSET, Individual training, training from external agencies.
- Strategies, individual needs and consistency of approach amongst staff are discussed during staff meetings to ensure the best support is being given to the children in our care.
- Staff have individualised guidance from the SENDCo to ensure Quality First Teaching for those children requiring specialised support.

How the school involves other agencies to ensure that we are meeting the strengths and needs of children and supporting their families

- Where there is a need for more specialist expertise to identify the child's needs and to determine the most effective approach, we will work with external support services. This takes place following discussion between parents, the Key Person and Head Teacher or SENDCo. To request assessment and advice a Single Point of Request for Involvement (SPORFI) form is completed and requires parental consent. We have access to a range of specialist support services including:
 - Oxfordshire's Early Years Special Educational Needs and Advisory Team
 - Oxfordshire SEND Local Offer
 - Educational Psychologist
 - Therapy services, e.g. physiotherapy, Speech and Language Therapists, Occupational Therapists
 - Health Visitors

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How the effectiveness of the provision made for children is evaluated

- Governors complete learning walks, coming into Nursery to see how well children with SEND are accessing learning and how effectively practitioners use tailored interactions to help them make progress (See Governor reports)
- The child's Key Person creates observations of each child and these are included in learning stories and onto Tapestry. These are shared with parents and are monitored by the SENDCo, to inform next steps and outcomes.
- Children's development is assessed through quality interactions, observations, WellComm, and Birth to 5 Matters Guidance. where appropriate, within the Early Years Developmental Journal - the SENDCo data to monitor children's progress
- The child's Key Person gathers informal feedback from parents/carers. More focused discussions are held with parents of children with an Education and Health Care Plan (EHCP) to gather their views on the impact and effectiveness of the support provided by the Nursery
- The Key Person shares quality moments and interactions with children, using the observations they have done, to talk about what they can do now and encouraging further learning.

Support for improving emotional and social development and well being

We recognise that all behaviour is a form of communication. Building secure attachments and relationships is important to nurture learning and confidence.

- Our Key Person system helps children know that there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know each child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style. We have a strong focus on co-regulation, where adults build a close relationship with children to help them regulate their emotions, thoughts and behaviour to enable them to learn. Strategies from emotion coaching training are consistently used by all staff to help children identify their emotions.
- Where we have concerns or questions about a child's emotional and social development, the Key Person will complete an assessment using well-being and involvement scales
- We focus on developing empathy to help other children understand and build relationships with children with SEND. We support all children to understand that everyone is part of our Nursery family, they may just learn in a different way.

Grandpont's Equality and Diversity policy sets out our commitment that no one will receive less favourable facilities or treatment on the grounds of a protected characteristic, including disability.

https://www.grandpontnurseryschool.co.uk/website/policies_procedures_and_statutory_reports/579782

- To provide information for staff, parents/carers and children to understand behaviour and communications developmental stages to prevent inappropriate escalation of language of bullying and harassment
- To celebrate cultural capital diversity with particular regard to the needs of vulnerable groups
- To monitor how well children who may be disadvantaged and those with SEND are included in all aspects of school life.

Key Person group time, the learning environment and adult interactions are used to ensure that all children know they are unique, valued, respected and loved. This is supported through a range of strategies, for example:

- Teaching about difference and diversity through provision, such as stories with a focus on inclusion, celebrating diversity and celebrating festivals from different cultures.
- Resources that reflect the diversity of the school, families, local community and wider community
- Challenge discriminatory language, attitudes and behaviour – discussion with parents, informal support for children using via role play, circle time using different context

Arrangements for the admission of children with a Disability

Grandpont Nursery School uses the OCC 'Policy for Admission to Local Authority Nursery Schools', including in relation to disabled children who need to be admitted to a school on the grounds of physical accessibility. The Nursery School and Childcare are both arranged on one level, with wide doors, no steps and level access to the outdoor area.

Facilities we provide to help children of all abilities to access all aspects of nursery

Key duties within Grandpont's Accessibility Plan towards disabled children are:

- Increasing the extent to which disabled children can participate in the curriculum
- Improving the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services provided or offered by the school
- Improving the availability of accessible information to disabled children and their families

If you have anything that you may have concerns or worried about any area of Inclusion, please;

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Discuss any concerns with your child's keyperson or SENCo- Louise Russell. If you would like further advice please contact Sarah Hanley- Headteacher at office@grandpontnurseryschool.co.uk.

Contact details of support services for parents of pupils with SEND

Oxfordshire's Local Offer contains lots of information for parents.

Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

The Local Authority SEN and Disability Information and Advice Service (SENDIASS) supports parents and carers of children with special educational needs. They can be contacted by filling in a form on their webpage [Contact SENDIASS | Oxfordshire County Council](#) or at:

SENDIASS Oxfordshire
Freepost SCE11489
Oxford
OX1 1ZS
01865 810516 (weekdays 9.30am - 2.30pm and answerphone outside these hours)
Text: 07786524294

The school's contribution to the local offer and where the LA's local offer is published

Parents can find information about Oxfordshire County Council's SEND Local Offer at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

There is a page dedicated to support for children 0-5 with special educational needs which parents can find at

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-children-0-5>