

Welcome to Kingswood Nursery School: SEND Report 2026



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connecting with one another’**

Introduction



- Welcome to our SEND offer.
- This outlines the provision to identify and support children who may have a Special Educational Need or Disability whilst attending Kingswood Nursery School.
- Schools should take action to remove barriers to learning and make adaptations to enable our neurodivergent children to learn and thrive.
- We hope you find our offer helpful.
- Please contact us if you have any questions around this.

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Commitment to Inclusion

- We are committed to providing the best outcome for every child in our community.
- Every child is valued as an individual and has equal access to education opportunities regardless of race, religion, colour, gender or individual needs.
- We encourage children to be caring, tolerant and interested in each other and their cultures.
- We recognise that all children develop at different rates and progress is not 'linear'.

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How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Kingswood Nursery School nurtures an inclusive atmosphere.
- Families are encouraged to tell staff of any concerns they have regarding their child.
- You are welcome to visit the school to see the facilities and speak with the Head teacher, Clare Macdonald and/or Special Educational Needs Co-ordinator (SENCo) Lisa Beavan.
- On joining you are invited to share information with the Key Person who will be working with your child. This may be done at the introductory Stay and Play sessions and/or initial face to face meeting or home visit.
- Once your child is in the setting their Key Person would be able to discuss concerns with you or arrange for you to talk to the Head teacher or SENCo.
- The nursery will liaise with other settings at points of transition or for shared care and education. With your permission we would also liaise with other professionals or agencies that are involved with your child.
- Practitioners make regular observations of children. These contribute to our regular assessments, floor-books and online learning platform called Tapestry, and are always available for you and your child to look at.

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How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?

- Staff make a baseline assessment on entry against which future progress can be measured against our 5 Ways to Wow Curriculum.
- Progress from baseline is reviewed each term for all children.
- Observation of children may indicate a need. Early identification and intervention to give additional support are key to successful outcomes.
- Children are identified if they are not showing the development and learning typically expected for their age and this is discussed with families to ensure support is targeted.
- Families of children with identified SEND will be offered regular opportunities to meet with your child's key person to discuss their progress, attainment and current interests.
- Children who exhibit delayed speech and language skills are assessed using WellComm to identify their level of understanding, or a speech screen to identify difficulties with specific speech sounds. This information is then used to inform teaching, identify gaps and highlight any children who may require additional support, such as a speech and language referral.

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How will school staff support my child?

- Kingswood has a high quality teaching environment both inside and outdoors which supports young children's development across all areas of our curriculum. Adaptation of organisation and learning environments is made to meet individual needs.
- All staff have high expectations for all children, including those with SEND.
- Staff observe your child and make assessments from which to plan for individual learning and development, based on their needs and interests.
- The SENCo, class teachers and Key Person will work in partnership with you to develop and review provision for your child, through informal feedback as well as planned meetings. This is informed by our school provision maps.
- Teachers oversee all planning in the Nursery School and adapt provision for children with SEND, so that every child has the opportunity to participate and be challenged.



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How will school staff support my child?

- Your child will be supported by their Key Person together with the other staff in the room. Additional staff may be put in place, to provide support, where a particular need is identified.
- Your child's learning, progress and care will be regularly reviewed and adapted as necessary, to ensure they achieve their best. Individual strategies will be put in place for those children requiring additional support. You will be invited to contribute your views to this process and encouraged to work in partnership with staff.
- Any advice from other professionals will be taken into account when planning targets and strategies for supporting your child.
- The SENCo will consult with you if the school is considering requesting the advice and support of other agencies e.g. speech and language therapists, occupational therapists, the emotional wellbeing team, and autism advisory service.
- The Headteacher works with the SENCo to ensure every child's needs are met, and reports regularly to Governors.

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The Nest At Kingswood

- The Nest is a safe, nurturing space for children who have communication, interaction and/or sensory needs, who would find our mainstream Treetop class overwhelming.
- The Nest enables up to 4 children per session, to be supported through carefully planned interventions, constantly adapted to meet their individual needs, level of development and attention span.
- There is a strong focus on developing communication and social skills.
- The ratio in the Nest is 2 adults with a maximum of 4 children.
- Children who are based in the Nest are likely to apply for, or already have, Focused Intervention Funding or an Education and Health Care Plan (EHCP).
- The Nest offers the potential to support children to transition into the Treetop class in the future, if appropriate. Alternatively, when children are due to transition to a new school or setting, the handover process will be flexible in order to best meet individual needs.



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How will I know how my child is doing?

- Informally each day there is the opportunity for brief discussions with practitioners.
- Longer appointments may be requested at any time.
- During open sessions such as Stay and Play, families have the opportunity to observe their child in the learning environment.
- An update is shared with families each term that provides information about your child's progress; this is either in person or via report. It also outlines next steps and how families and staff can contribute to these.
- Other assessments may be used with individual children, you would be consulted and informed about these.
- The outcome of any involvement from other professionals will regularly be shared with families.
- School expects families to work in partnership, and share information received from external professional support.



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How will learning and development provision be matched to my child's needs ?

- Key Persons are experienced and sensitive, and will quickly establish a relationship with your child.
- They will adapt group activities, plan individual activities and provide additional support during their child initiated learning.
- Planned learning will take into account agreed targets and identified needs and interests.
- Frequent reviews will ensure that your child is making progress and their individual needs are being met.
- If the school feels that further advice and support is required from other agencies, we shall consult with families before making the referral.
- Provision will be adapted on an individual basis e.g adult support, adaptations of environment, reduced session time, specific learning resources or equipment.
- Advice from other professionals involved with your child will be included in these adaptations.
- You will be consulted about your child's needs at regular meetings to review progress and next steps.
- SLT, SENCo and Governors regularly monitor effectiveness of SEND provision.

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What support will there be for my child's wellbeing?

- Wellbeing of both children and staff is a high priority at Kingwood.
- The school is a nurturing and caring environment. All staff work to ensure the wellbeing of all children.
- Staff quickly establish positive relationships with all their key children, and families.
- Key Persons are responsible for sharing information about your child, ensuring that all staff working with them understand their needs.
- Staff are available at handover times for you to share any information about your child that day.
- Personal, social and emotional development is a fundamental part of our curriculum, daily routines and planned activities.



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What support will there be for my child's wellbeing?

- Children are encouraged to be independent and talk about their interests, views and ideas.
- Children with individual medical needs will have their own health care plan which is reviewed termly alongside most recent medical reports.
- The school has procedures in place for the administration of prescribed and over the counter medication.
- There are facilities to ensure the setting can meet children's intimate care needs.
- Staff are trained to consider children's wellbeing and involvement when making observations.

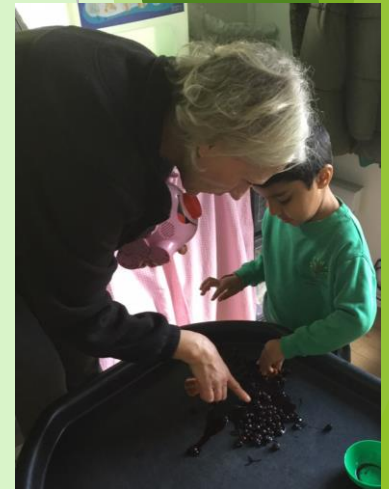
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What specialist services and expertise are available at or accessed by the school?

- The school works closely with relevant children's services for advice and support e.g. specialist teachers, speech and language therapists.
- The SENCo attends regular updates and networks regarding SEND in the local area and the support that is available to settings and to families.
- Access to some services remains limited. The School SENCo is proactive in seeking advice and support wherever possible.
- Some staff are experienced and have accessed additional training in order to deliver small group interventions within school, if appropriate. However, every effort is made to support children to learn amongst their peers.



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What training have the staff, supporting children with SEN, had?

- All key persons and teachers engage in continuous professional development.
- The behaviour management policy reflects Hertfordshire TAB and de-escalation and all staff receive regular training to support this.
- Recent training has included Makaton, Zones of Regulation, Social Communication and Autism (Curiosity Programme) and Downs Syndrome support.
- Staff have experience of working with children with a wide range of needs including: Autism, ADHD and speech and language disorders, physical, sensory and medical disorders.
- Additional staff training is attended as and when required to meet the needs of individual children.
- The SENCo attends network meetings and training for up to date information.



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How will you help me to support my child's learning?

- Observations and challenges on Tapestry and conversations with your child's key person.
- Meetings to review your child's progress and plan next steps will include how to support learning and development at home.
- Your child will also be supported by the offers made for all children including regular events throughout the year.
- Ideas and tips in newsletters for parents, as well as termly SEND 'cuppa and chat' meetings.
- Seeking and following advice from external professionals.
- Signpost to relevant sources of information such as newsletters, webinars and support groups.
- Families views on how the provision for SEND could be further developed are welcome. Please contact Lisa Beavan.



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How will I be involved in discussions about, and planning for, my child's education?

- Families are invited to a termly meeting to discuss their child's Assess-Plan-Do-Review and identify next steps with their key person.
- If there is a concern over your child's learning or development then you will be offered more frequent and/or longer meetings with the Key Person and/or the Special Needs Co-ordinator.
- At these meetings/discussions are held to decide on the priorities for the child and how these can best be met. Your views are vital to these discussions as you know your child best, including their interests and what is important to your child and your family.
- Opportunity to attend transition meetings, with relevant receiving school, wherever possible.



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How will my child be included in activities outside the classroom including school trips?

- All children have access to all activities, and where necessary individual adjustments are made in consultation with families.



- Visits away from the school site e.g. to walk in the woods or visit the park, are always risk assessed and reasonable adjustments identified and planned for.

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How accessible is the school environment?

- The indoor and outdoor environment is all on one level.
- The setting is fully wheelchair accessible.
- There are full disabled bathroom facilities.
- The school makes all reasonable adjustments to environments to facilitate the needs of every child.
- Parking on the level is available.
- Advice sought from professionals to complete personalised accessibility plan.
- Our 5 ways to Wow curriculum is open ended to enable all children to achieve outcomes, with an adapted 5 ways to Wow to celebrate the achievements of those with SEND.



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What did Ofsted say?

‘Provision for children with special educational needs and/or disabilities (SEND) is notably strong. Staff notice very quickly when children have additional needs. Leaders take action promptly so that children quickly get the help and support they need. Children with SEND make really strong progress during their time in nursery.’

April 2023



The Nest provision was announced as a finalist for SEND provision of the year 2024

EducationToday
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AWARDS 2024

PROUD FINALIST 2024

Grand Connaught Rooms | 6 December 2024
WWW.EDUCATIONTODAYAWARDS.CO.UK

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Who can I contact for further information?

- The SENCo, Lisa Beavan, can be contacted through the school office.
- The Headteacher and Key Persons are also available for discussions.
- Our aim is to maintain an open dialogue with families, and work in partnership in order to achieve the best outcomes for children.
- Any queries should be resolved as quickly as possible.
- Our School Complaints Policy is found here:

<https://www.kingswood.herts.sch.uk/Policies/>



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How will the school prepare and support my child to join our Nursery School?

- Transition is a process, not an event.
- We work in partnership in order to achieve the best outcomes for children.
- Kingswood is supported by initial home visits, face to face meetings and stay and play sessions.
- A visit by a member of staff to a previous setting may be arranged.
- A longer transition time may be more appropriate for your child. Please discuss the possibility of a reduced timetable with your key person or the SENCo.
- If a child already has involvement from other professionals, then the SENCo or key person will meet with them or contact them for advice as appropriate.
- We ask families to share any recent reports from professionals so that staff are aware of any advice and/or targets.
- Children participating in the transition process will be closely observed and reasonable adjustments made where necessary.

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How will the school prepare and support my child to transfer to a Reception class at a new school?

- At Kingswood we have strong links with a number of local 'feeder' schools.
- Information will be shared with the receiving setting with families permission.
- Staff from all receiving schools are encouraged to visit children prior to transfer.
- There are planned activities for children to develop understanding of going to school e.g role play and photographs.
- Where a child has SEND, our SENCo will liaise closely with the next school, and with your permission, we will pass on relevant information especially highlighting strategies we have found successful.

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How are the school's resources allocated and matched to children's special educational needs?

- The school ensures that it uses its budget effectively to meet the needs of all children.
- Where a child has a special educational need, money may be allocated to staff training, adaptations to the environment, extra support, specialist resources, interventions or equipment.
- Decisions will be made to ensure the most effective use of the money available to meet the identified needs and targets of the child.



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How is the decision made about how much support my child will receive?

- Once your child's needs have been identified, decisions can be made about how much support your child requires and how any money available can be used to provide this support.
- Your views will be considered when decisions are being made and the school will endeavour to take into account your wishes within the budget and staffing available.
- If your child's needs meet the criteria for Inclusion Funding or Focused Intervention Funding then this will be applied for.
- If the application is successful then you would be involved in discussions about how this will be best used to support your child.
- Where a professional highlights the need for an Education, Health and Care Plan application, the assessments will be made in liaison with families.
- Governors are informed about, and monitor, SEND funding and allocated school budget for SEND.

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How can I find information about the Herts authority's Local Offer of services and provision for children and young people with special educational needs or disabilities?

- For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to: [The Hertfordshire SEND Local Offer](#)
- Impartial advice and information can be sought through **SENDIASS**, Hertfordshire's Special Educational Needs and Disability Information, Advice and Support Service, at: <https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>
- Families of children with additional needs can join the 'The Hertfordshire Additional Needs Database' (H.A.N.D.). By joining you will receive a termly e-magazine and a card which you can present at leisure venues where you may be offered concessions
[SEND Directory and Herts Card \(SEND\)](#)

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