

Balham Nursery School and Children's Centre



SEND Information Report

2025-2026

Context

Balham Nursery School is one of the nurseries within the Wandsworth Federation of Maintained Nursery Schools. We work closely with Somerset Nursery, Eastwood Nursery School and Eastwood Day Nursery. At BNS we provide early education for 2 to 5 year olds. We were officially opened in 1935 and for 90 years we have been a special place for early education within our local community.

We aim to provide an inclusive environment that welcomes and supports all children to give them the best possible start in their Early Years school life, by securing their progress and participation and making them ready to move onto their next stage of educational development.

Who can I contact if I think my child has special educational needs?

Natasha Crabbe is the Special Educational Needs and Disabilities Coordinator (SENDCo) at BNS. The SENDCo coordinates help and provision for children in the school with Special Educational Needs and Disabilities (SEND).

Our governors monitor the effectiveness of our support for children with Special Educational Needs and Disabilities.

If you have any concerns about your child's needs please contact us on **020 8673 4055** or admin@balham-nursery@wandsworth.sch.uk

How do we support children with Special Educational Needs and Disabilities (SEND) in BNS?

All of our Teachers, Nursery Nurses, Mealtime Supervisors, Teaching Assistants and Learning Support Assistants, teach and support all children including those with SEND. We aim to meet the needs of children with SEND through high quality teaching and a breadth of strategies with the expertise within our team, families and the support we receive from professionals we work in partnership with. We provide a fully inclusive setting that encourages children to develop to their full potential. When a child has been identified with SEND, we aim to put in place effective and measurable support.

We aim to develop positive working partnerships between staff, families and outside agencies. We comply with the SEND Code of Practice which helps us understand how we can help children with SEND make good progress.

How does BNS identify and support children who need extra help?

We offer family visits, visits to the nursery and a thorough transition settling in period according to a child's needs, prior to all children starting at BNS.

We aim to identify and respond to children's needs as early as possible. We work through a graduated process, by tracking children's development in line with the Early Years Foundation Stage (EYFS) which is a statutory requirement. If a member of our staff is concerned about your child's needs, they will meet with your child's key worker and SENDCo. If you are concerned about your child's development, our SENDCo will meet with you and observe your child as well as support staff to put strategies in place.

Your child may already have identified special educational needs before coming to our nursery. In this case, we will liaise with any agencies your child is under the care of. We will hold 'Team around the Family' meetings to plan and coordinate support if there are many agencies involved with your child. You will also be invited to give your opinion.

We will work in partnership with you to identify appropriate support your child may need. We will assess and observe your child through our school tracking and monitoring systems. If necessary, we will refer your child to external agencies if we think this might be helpful. We advocate a 'Family Centred Approach' which means you and your child are at the centre of all care and support we coordinate for your child's unique needs.

How will my child's progress be measured?

We use our observations, assessment and data, which is updated each term to track progress and attainment, to help us identify appropriate support for children who need extra help. Children's achievements and needs are discussed through half termly Progress Meetings with class teachers, key workers and the SENDCo. We put together Individual Educational Plans (IEP) for children with high level SEND needs which identify 3 targets per term to support their progress. The SENDCo and keyworker will discuss these plans with you, and also review them with you to find out if the targets have helped your child.

In addition, we will discuss your child's progress and next steps with you during termly parent consultations. We will give you advice and help you support your child at home. We will share with you any advice that has been suggested by involved professionals from outside agencies. Our school provides a language rich, multi-sensory provision where children can pursue their own lines of enquiry and be supported by highly trained staff to move onto their next steps.

How is teaching designed to meet my child's needs?

We make provision for children with SEND within the four categories as identified in the Code of Practice 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical

Keyworkers plan daily sessions which link to the Early Years curriculum and are tailored to children's needs. We ensure that tasks are differentiated so that they meet the needs of all children.

Our entire team has been trained to support the learning of children with SEND in several ways:

- Listening and attention groups led by trained TA's or LSA's. Children are screened for progress every term and parents will be informed of their child's development.

- We offer 'continuous provision' within an enabling environment spanning across the nursery to encourage children to explore resources freely.
- We practice 'planning in the moment' where we follow children's interests providing valuable opportunities to enhance and further their curiosity and their learning.
- We also have targeted planning to ensure that children's IEP's targets transcends into our daily provision, as good quality accessible provision meets the needs of all children.
- We have daily physical and sensory circuits for our children.
- We have a sensory room which is a calming space that is accessible to all our children.
- We use a range of strategies to support or children to regulate or co-regulate their emotions.
- Staff interactions with children with special educational needs will include a Total Communication approach which includes using Makaton (sign language), intensive interactions, visual prompts and timetables, gestures, concrete resources, core vocabulary boards, intensive interaction and commenting and modelling targeted language to stimulate children's thinking according to children's needs.

What training have staff supporting pupils with SEND had or are receiving?

The SENDCo is a qualified teacher with extensive experience in early years, primary and social work. She attends regular SENDCo forums and training and leads on the delivery, support and staff training alongside our local partner agencies. She also liaises with the other SENDCos within the WFMNS and expert services such as Early Years SEND Inclusion Service, Wandsworth Autism Advisory Service SEND, CAMHS, Health Visitors, Physiotherapy, Portage, Speech and Language Therapy, Occupational Therapy and Educational Psychology Service.

The entire team has been trained to deliver – colourful semantics, Emotion Coaching, Makaton, intensive interaction, bucket time, Lego therapy, communication systems, sensory and physical play and circuits, early communication development, sensory processing, zones of regulation, Elkan, social stories, running nurture groups, visual timetables, objects of reference, transitions, social communication groups, adaptive learning, understanding autism, Paediatric First Aid and targeted interventions to meet the unique needs of specific children.

At BNS we work from a whole school approach to ensure that all staff are skilled and there is a collective responsibility to meet the learning needs of all children regardless of where they are on our premises. As such we have a termly IEP review staff meeting to ensure everyone is equipped with the most up-to-date information and strategies to support children.

We operate an 'open door' policy, so you are welcome to speak to your child's key worker or SENDCo at any time if you require further guidance or information.

How will I know how my child is doing?

Each child has a 'special week' every term where their keyworker works in more detail with the child, tapping into their interests and observing their interactions. Keyworkers record children's activities on Tapestry, our chosen online journal. Parents can also upload their

observations onto Tapestry. This culminates in a parent and teacher/keyworker consultation where these observations and children's progress can be discussed. Termly consultation meetings and end of year reports are offered to parents informing them of progress and achievement. Reports from outside agencies are shared with keyworkers, parents and other adults working with a child.

What support is offered to ensure the well-being of children with SEND?

All staff monitor children's well-being and will share their observations with families during termly parent consultations and on Tapestry.

We deliberately teach children to be emotionally literate, with an understanding of a breath of strategies to regulate or co regulate their emotions. In BNS all emotions are welcome.

When children arrive at school, they self-register how they are feeling on our zones of regulation board. If they are feeling blue, yellow or red, they can choose a strategy independently or with the support of an adult to help them work towards green.

Staff work hard to forge sensitive and communicative relationships with families. We are also able to signpost or make referrals to other services for additional support. In addition the SENDCo runs termly parent workshops on our approach to learning, Personal, Social and Emotional Development (PSED), Zones of Regulation which aims to offer a synchronicity of approach between learning at home and school.

How will my child be supported on school trips?

We plan a range of outside activities suited to children's individual needs so that they can fully participate in the trip. We carry out risk assessments for each trip that are monitored by our Leadership team. We ask a parent or carer to accompany their child on each trip and we notify them of our full itinerary and expectations. We ensure any medication or equipment needed for children with health care plans is taken. Children with special educational needs are able to participate in all our school trips.

How will the school support my child in starting school and moving on to another school?

We offer home visits or family visits in for all new children starting at BNS. We liaise with parents to help support your child to settle smoothly and happily. For children moving on to primary education, we work closely with our Early Years SEND Inclusion Advisor to support and guide parents through the admissions process. We liaise with primary school staff and SENDCos to support the transition of children with SEND – they will often come to meet the children at school before offering transition visits to their new school. We also create transition booklets to support children make this next step with confidence. For children with high needs SEND who have been allocated Early Years Inclusion funding/Special Education Needs Inclusion Funding (high level) and those who have been allocated an Education, Health and Care Plan, the SENDCo will contact the primary school SENDCo to make transition arrangements to clarify how children's needs will be met. This often takes place in a Team Around the Family meeting.

How accessible is the school environment?

BNS is a double fronted house on three levels. We are situated on a residential street. The nursery provision is on the ground floor and consists of two large open plan rooms accessible through wide doors. This level is completely wheelchair accessible. There is easy access through double doors to the large garden area for all the children. There are toilet facilities in both Front and Back class, which also includes nappy changing areas. The first floor can be accessed via a lift or staircase, but it is primarily office spaces and our family room. The third floor consists of a staff room and storage/boiler room which is not an area accessed by families or children.

How are schools resources allocated to support children with SEND?

The funding for children with SEND is allocated each financial year. This funding is used to provide additional support / resources dependent on needs. It also funds specialist places part time places allocated by the Local authority. In some cases, the funding may be used to finance additional training. We also receive funds through SENIF and Disability Access Fund, but this is subject to the needs of the children we support.

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

We consult with parents in a range of ways - during family visits, parent consultation meetings, informal meetings, meetings with the SENDCo and meetings involving outside agencies.

Who can parents contact for further information?

Parents can contact their child's keyworker, SENDCo/Headteacher at any time. Appointments can be made through contacting the office or directly arranging a mutually suitable appointment with your child's keyworker or SENDCo/Headteacher.

How can I find information about Wandsworth's Local Offer of services and provision for children and young people with special educational needs and disability?

Information is available on the websites below:

<https://www.wandsworth.gov.uk/schools-and-admissions/special-educational-needs-and-disabilities-send/>

<https://earlyyears.wandsworth.gov.uk/inclusion>

List of Abbreviations used in this report:

BNS – Balham Nursery School

SEND - Special Educational Needs and Disabilities

SENDCo - Special Educational Needs and Disabilities Coordinator

IEP – Individual Education Plan