

Maidenbower Infant School Nursery

SEND Information Report

Autumn 2025

We are a governor run PVI (Privately Voluntary and Independent) Nursery at Maidenbower Infant School. Although we are run as a separate business we share the same ethos as Maidenbower Infant School. A place in our Nursery does **not** automatically guarantee a place in the school.

Please read this document in conjunction with the setting's SEND policy, which can be found on the Maidenbower Infant School website.

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

1	The kinds of SEND for which provision is made for at the setting.	<p>All our children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:</p> <ul style="list-style-type: none">• Achieve their best• Become confident individuals living fulfilling lives and• Make a successful transition into adulthood, whether into employment, further education or training (SEND 0-25 Code of Practice, 2015, p 92) <p>We are a PVI, inclusive nursery that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Our nursery currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none">• Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties• Cognition and learning, for example, dyslexia,• Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Diabetes Type 1
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2	<p>How does the setting know if children need extra help?</p>	<ul style="list-style-type: none"> • Outside professional reports • Information communicated during transition and throughout ongoing conversations with parents • Staff observations
	<p>What should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • Speak to your child’s key person who will advise you who to speak to next • Contact the nursery Special Educational Needs Co-ordinator (SENCO)
3	<p>How will the setting staff support my child?</p>	<ul style="list-style-type: none"> • Staff welcome all children into the setting and work together as a team to support all individuals during the session. • Through Quality First Teaching and interactions, our staff include all children not just those with SEND needs. • All nursery staff will scaffold activities and experiences to meet individual needs. • Individual Plans may be co-produced with parents and outside agencies to support individual children where necessary. These plans include specific targets, suggested experiences and indicate how often the plan should be carried out. • Staff will seek advice from external services if appropriate. • Underpinning all our provision at Maidenbower Infant School Nursery is the graduated approach cycle of: Assess, Plan Do and Review. <div data-bbox="1160 842 1713 1236" data-label="Diagram"> <p>Individual Child / Young Person 'Assess, Plan, Do, Review'</p> <p>Assess Child / young person identified for additional intervention as part of SEND whole school / setting monitoring systems and additional assessments. Assessment process for learners with additional needs, but not SEND, not in parallel.</p> <p>Plan Strategic planning of intervention is implemented for individual child / young person based on additional factors and assessment. Quality First Teaching and support/Intervention provided to provide the best possible learning experiences and outcomes.</p> <p>Do High quality teaching with high aspirations for all linked with additional interventions take place and are monitored to ensure closing the gap for learners.</p> <p>Review Monitoring cycles provide a robust evidence base for reviewing actions taken and interventions provided and plan the next steps across the school / setting for individual child / young person.</p> <p>Parent / Carer views?</p> <p>Parent / Carer views?</p> <p>Parent / Carer views?</p> <p>Parent / Carer views?</p> <p>SENCO (or equivalent role)</p> <p>Child / Young Person</p> <p>Teacher</p> <p>Growing understanding of what approaches secure better outcomes</p> <p>Growing understanding of learners needs</p> <p>Growing understanding of what teaching approaches work</p> <p>Growing understanding of effective support</p> </div> <ul style="list-style-type: none"> • We monitor the impact of interventions through observations, child progress meetings and by tracking child progress. • We review children’s individual progress towards their goals each term.

4	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Staff pro-actively use West Sussex's Ordinarily available Inclusive Practice document to inform provision and practice. • Staff regularly observe and monitor the children and use this information to know the child's current level of learning and what they need to learn next. • Staff also consider the children's learning styles and will aim to deliver activities that can be easily accessed by all. • Outside agencies are consulted when more specific adaptations are required. • Resources will be modified when needed and specialist equipment can be used to support the curriculum when needed. • We will follow the graduated approach and the four-part cycle of assess, plan, do, review. • Regular meetings between Key person and parents to review children's progress ensure that the individual needs of all the children are met.
5	How will both you and I know how my child is doing?	<ul style="list-style-type: none"> • We have an open door policy where parents are able to discuss concerns, issues and progress with the staff whenever is necessary. • Termly parents meetings are arranged to share progress. • Informal conversations at the beginning and end of sessions. • Parents are invited to participate in stay and play sessions.
	How will you help me to support my child's learning?	<ul style="list-style-type: none"> • Staff will discuss next steps and ways of supporting these at home during the termly parents meetings. • Staff will use Class Dojo to offer suggestions of things you can do at home with your child. • Every family will be provided with a copy of the current 'What to expect in the Early Years Foundation Stage: a guide for parents' • Informal conversations at the beginning and end of the session • Charlie Bear will regularly set the children challenges to complete with their families to support their learning.
6	What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • The setting provides a warm, safe, caring and stimulating environment where children can learn through play. • Warm, loving and caring staff and a key person system ensures that children can make good attachments. • All children with an Individual Plan will also have a One Page Profile to ensure all adults working in the nursery environment are best able to meet the children's needs. • An open door policy for parents to speak to staff as we recognise that parents know their children best.

		<ul style="list-style-type: none"> • All staff receive annual Safeguarding training and the setting has 2 senior members of staff who are Designated Safeguarding Leads (DSL). • All full time staff are Paediatric First Aid trained. • Risk assessments are regularly undertaken. • We have procedures in place to allow prescribed medication to be administered by staff. • Our Behaviour Policy, which includes guidance on expectations is fully understood and in place by all staff. • Parents can make appointments at mutually convenient times with the nursery staff, SENCO or Nursery Manager to discuss their child’s wellbeing. • Our Premises Officer and the Premises Committee on the board of governors are responsible for onsite safety. • We have a zero tolerance approach to bullying. • We have a behaviour management policy and an inclusion policy that we adhere to. • We teach children to respect other people’s rights and value their own.
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7	<p>What specialist services and expertise are available at or accessed by the setting?</p>	<ul style="list-style-type: none"> • Maidenbower Infant School Nursery has a team of qualified and experienced staff. All our staff have a wide range of expertise in supporting all children. • Within the nursery, there is a qualified and experienced SENCO who attends termly network meetings. • All staff access regular Continuing Professional Development throughout the year. • West Sussex Early Years Childcare Advisors support the staff and facilitate access to other agencies where required. This may include Speech and Language Therapists, Portage, Educational Psychologists, Health Visitors, Social Care, Child Development Team, Occupational Therapists and Physiotherapists. • Training for staff to administer medical requirements where necessary, e.g. Epi Pen, Insulin, Inhalers • Additional Support when needed from the School Inclusion Manager
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8	<p>What training are the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> • Our SENCO has been in position for many years and has completed the Early Years SENco Award. She works full time. • Our SENCO attends appropriate courses to keep abreast of changes within SEND. This is then disseminated to staff. • Our SENCO regularly attends the Locality SENCO network meetings in order to keep up to date with local and national updates in SEND. • Staff are offered a variety of training opportunities for Autism (ASD), first aid, safeguarding, etc. • Staff have received training in the following areas; <ul style="list-style-type: none"> ASC awareness Bucket Club Speech and Language support Lego Therapy Epilepsy Communication Friendly Classroom Training Developing an inclusive curriculum and Adapting the curriculum to meet the needs of pupils with SEND Early Years Professional Development Program • Staff receive appropriate training to support pupils with medical needs e.g asthma, Epipen, etc. • Provision is in place for the expertise of staff to share their knowledge through in house training sessions. • All permanent staff hold a valid Early Years Qualification or are undertaking a Level 3 apprenticeship. • The nursery is participating in the WSCC Autism in School's project.
9	<p>How will my child be included in activities outside the setting including trips?</p>	<ul style="list-style-type: none"> • We are an inclusive nursery and promote the involvement of all our children in all aspects of the curriculum including activities outside the nursery room. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. • Risk assessments will be completed in order to make sure that all children can access activities. • We make best endeavours so that all learners can join in with activities regardless of their needs. • All of our extra-curricular activities and visits are available to all our pupils. • No child is ever excluded from taking part in these activities because of their SEN or disability.

10	How accessible is the setting environment?	<ul style="list-style-type: none"> • For nursery admissions, please see the admissions policy on the school website. • The nursery is on one level and is fully wheelchair accessible with a disabled toilet. • There is a disabled parking bay within the school grounds. • For children who need support with communication we use pictorial representations, gesture and sign to support them. • We communicate with parents through Class Dojo, email, letters. • As a staff we are accessible to parents, either by contact at the end of the day or by appointment.
11	How will the setting prepare and support my child to join the setting or transfer to the next stage of their education and life?	<p>We have a robust Induction programme in place for welcoming new pupils to our setting;</p> <ul style="list-style-type: none"> • Families are encouraged to visit the setting to ensure that they feel it meets the needs of their child. • Previous setting to nursery transition meetings with nursery key person and a key person from the previous setting. • Discussions with each child’s primary carer as they know their child the best. • Parent and child visits to nursery before every child starts. • Short nursery visits when the children are able to play in the nursery and learning garden. • Parent talks when the children are visiting where information is shared. • We believe that a flexible approach to transition in to the nursery is beneficial. We want the nursery experience to be a positive experience and will regularly review the transition arrangements with new parents to meet the children’s needs. <p>Between the setting and Maidenbower Infant School</p> <ul style="list-style-type: none"> • Strong transition arrangements for all children who are moving to the reception year. This includes numerous visits to the reception units to visit the classrooms and the staff. • Nursery staff will meet with the school staff in the Summer Term to ensure that the school have the information needed to provide a secure transition into school. • Providing transition books where required. • Individualised transition plans and meetings between the nursery staff, School Inclusion Lead and parents for children with SEND. • Preparing the children for transition through use of role play, stories and photo books. • Joining in with school activities e.g. watching school Christmas Performance, reindeer run, fundraising ideas. <p>Moving from the setting to any other setting or school</p> <ul style="list-style-type: none"> • Transition meetings / phone calls are held between nursery staff and the next setting • Staff from the next setting are encouraged to visit the child in the setting.

		<ul style="list-style-type: none"> • Individualised transition plans and meetings between the nursery staff, School Inclusion Lead and parents for children with SEND.
	How are the setting's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The setting has an excellent provision of resources which are regularly reviewed, updated and improved. Any additional resources, including additional staff are allocated dependent on the specific needs of the children in the setting. • Applications made for Inclusion Funding from West Sussex County Council for support to enable the setting to deliver strategies that are over and above what is expected to be ordinarily available within the setting for children with SEND where needed.
13	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Following observations and assessment, any concerns about children's progress is shared with their parents. • An individual plan will be co-produced with the parents. This plan will include agreed targets, suggested strategies and experiences that will be provided to meet these targets. It will also detail who will carry out the plan and how often. in line with the SEND code of Practice (2015), the children's voice is included when plans are written. • Regular conversations will be held with parents. This ensures that: <ul style="list-style-type: none"> ➤ Everyone develops a good understanding of the pupil's areas of strength and difficulty ➤ The parents' concerns are taken into account ➤ Everyone understands the agreed outcomes sought for the child ➤ Everyone is clear on what the next steps are <p>With parental permission, external services also offer advice and support where needed.</p> • High quality teaching is our first step in responding to pupils who have SEN. The amount of support required and the type of support is dependent on each individual child's needs and is a collaborative decision between the key person and SENCO and shared with the parents.

14	How are parents involved in the setting? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child’s learning, needs and aspirations. • We operate an open door policy. • We take every opportunity to strengthen this dialogue. • Parents are invited to join pro-active Friends of Maidenbower (PTA). • Our Governing Body includes Parent Governors/representatives. <ul style="list-style-type: none"> • Shared meeting to set targets. • Parent questionnaires. • Comments on Class Dojo. • Parent meetings where ideas can be discussed to support learning at home. • Charlie’s challenges are sent to the families regularly to support the children’s learning at home. • Parents are encouraged to provide information about their child’s interest using This is me books, all about me forms. • Parent questionnaires are carried out regularly and any comments or new ideas are used to support future planning for the nursery. • Class Dojo is used to share the experiences that the children are having in the nursery. Parents are encouraged to talk to their child about the photographs. • Parents are encouraged to participate in the stay and play sessions that are offered.
15	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child’s key person. • Further information and support can be obtained from the SENCO or the nursery manager. Contact information: nursery@maidenbowerinfant.w-sussex.sch.uk or 01293 880134. • Parents can also seek external advice through SENDIAS Contact information: https://westsussex.local-offer.org/services/7 or 03302 228 555 • Further information about services in West Sussex can be found on the Local Offer: https://westsussex.local-offer.org and the Parent Partnership website www.westsussex.gov.uk/parentpartnership