



LOCAL OFFER  
Special  
Educational  
Needs &  
Disabilities (SEND)  
READING



## SEN Information Report / Local Offer Submission 2020-2021

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Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: New Bridge Nursery school

Address: Montague street, Caversham, Reading, RG4 5AU

Telephone: 0118 9375580

Email: [admin@newbridgenursery.reading.sch.uk](mailto:admin@newbridgenursery.reading.sch.uk)

Website: <http://www.reysfederation.org/new-bridge-nursery-school>

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109752>

Executive Head teacher: Mrs Joanne Budge

Inclusion Manager:

Name: Ms Kate Wiggins

Contact: [inclusionmanager@reysfederation.org](mailto:inclusionmanager@reysfederation.org)

Date of latest Accessibility Plan: 2020-2023

Date completed: 2020

By whom:

Name: Kate Wiggins

Role: Inclusion Manager



**Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governors and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.**

**\*School to provide a general statement about what the school provides in box below**

### **General Statement -**

We are really proud to be one of just five Nursery Schools in Reading. This means that we are a School run by Reading local authority with a head teacher and teacher and have a section 5 Ofsted Inspection just like a Primary or Secondary School would have. We cater for children aged 3-5 years and are unique in that we have a highly specialised Snowflakes resource unit for a small number of children with a diagnoses of autism or who are awaiting a diagnoses. We are formally federated with Blagdon Nursery School and Caversham Nursery School which provides all year round care for children 0-5 years old. Together the three federated nurseries are formally known as REYS; Reading Early Years Schools. REYS shares an Executive Head teacher and Inclusion Manager and shares expertise and leadership across the federation.

At New Bridge Nursery School, the Rights of the Child is at the heart of everything that we do - their right to receive the best possible learning experience in an environment that is safe yet stimulating; ambitious yet supportive. We put these 'Rights' at the heart of school planning, policies, practice and ethos, ensuring they are modelled in all relationships. Through our sensitive handling, your child will feel confident, secure and happy throughout their time at nursery.

Our School Aims are:

- To provide holistic and inclusive learning in a safe, happy and stimulating environment through which all children are challenged and make progress.
- To develop confident, happy children, equipped with the foundations to nurture a lifelong love of learning.
- To engage with and value contributions from parents, professionals and the local community to ensure the best outcomes for children of New Bridge.

Regulations		School Response	
1	<p>The kinds of special educational needs for which provision is made at the school</p>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>New Bridge Nursery School currently has several children who have an identified special educational need or disability or who are being monitored closely for extra support. Needs include language and communication delays, Autism spectrum condition and physical and sensory needs.</p> <p>The Snowflakes Resource attached to the nursery is a ten-place unit for children with or awaiting a diagnosis of Autism. This Resource has a separate waiting list and admissions procedure from the mainstream Nursery and is for the whole of Reading. A Snowflake Panel is held approximately four times per year where we talk about the children on our waiting list. We always meet the children before the panel so we have an understanding of the child's needs.</p>
2	<p>Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND</p>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>Children are identified early on for needing extra support by the key person who assesses a child when they start against the Early Years' outcomes and records a baseline assessment. An expression of concern form will be completed and given to the Inclusion Manager who will assess what extra support has been put into place and to identify what needs to happen next.</p> <p>If your child needs any extra support, parents will know early on through arranged meetings with the key person. These occur roughly every 12 weeks. If a child requires more specified targeted support or outside agency referrals, a meeting will be set up with the Inclusion Manager, parents and key person and this will be reviewed termly.</p>

3.	<p><b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b></p>	<p>Where can I find information about the school SEN Policy?</p>	<p><a href="http://www.reysfederation.org/policies">http://www.reysfederation.org/policies</a></p>
3a.	<p><b>How the school evaluates the effectiveness of its provision for such schools</b></p>	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p><b>Our curriculum which we follow throughout the nursery is tailored to meet the needs of all children by ability not age. Children's interests and next steps are followed closely to ensure that timely and purposeful interventions are addressed straight away. This allows our SEN children to make exceeding progress. Children's progress is assessed and analysed by the Head of School, class teachers and the Inclusion Manager on a termly basis and actions put into place. Parents are invited to termly meetings allowing everyone to share achievements and to ask questions being fully involved in the child's learning. Observations are carried out regularly and assessed against scales of well-being and involvement. Any changes in these levels have a direct action of 'time in' where practitioners focus on that child ensuring that all their needs are being met. Additional support in the form of small group work is also used with targeted children and we follow the Attention Autism programme (Gina Davies) throughout our nursery to help teach shared attention.</b></p>

			<p>Snowflake staff support our Snowflake children within the nursery provision to ensure they can access the environment safely and make full use of learning and play opportunities. Our nurture classroom is quiet and used for target work such as speech and language activities. At the end of every session, we sit together and have a snack, provide motivating toys and sing songs and rhymes to ensure a clear daily routine. This daily routine helps our children learn to predict when their nursery session finishes, and it's time to be collected to go home.</p> <p>Parents work closely with staff and are encouraged to talk daily with staff. Most of our Snowflake children are pre-verbal and working closely with parents helps parents understand what their child has been doing each day.</p>
<p>3b.</p>	<p><b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b></p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those</p>	<p><b>Children's progress is reviewed in line with the termly data for all children. Termly review meetings with parents of SEN children allow an additional opportunity to look at progress against specific targets and adjusted accordingly.</b></p> <p><b>Termly meetings with the key person allows parents to be involved in all aspects of their child's learning and an on-line learning journal gives parents the opportunity to log in whenever they want to see their child's observations, photos and videos.</b></p>

		reviews? Who else will be there?	
3c	<b>The school's approach to teaching pupils with SEND</b>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p><b>In the moment planning allows teachers time to meet all children's needs often on a 1:1. Children know the teachers are always available to have time in with them when they need it. There is a good ratio of staff to children and also extra nurture assistants for SEN children who may need additional support or some targeted small group work. Key persons know their children's attainment levels and next steps and address these every day during child initiated learning. We follow the Attention Autism programme (Gina Davies) throughout our nursery for children who need to be taught shared attention. We also have staff trained and skilled in using the Intensive Interaction approach (Dave Hewitt). Our open door policy allows parents to come in at drop off time to talk with their child's key person or for a more formal discussion; an appointment can be booked with either the key person, Snowflakes co-ordinator or Inclusion Manager. <b>Termly</b> meetings with the key worker are available for all parents who wish to find out about their child's progress and to share valuable home learning with the nursery. Weekly newsletters provide parents with information on what the children are learning.</b></p>
3d	<b>How the school adapts the curriculum and learning environment</b>	<p>How have you made the school buildings and site safe and welcoming</p>	<p><b>New Bridge nursery is accessible to all children. There are wide open doors for access and no steps. Good lighting and ventilation make it a comfortable environment and furniture is minimal and well positioned allowing all children access to the provision on offer. The indoor and outdoor provision is open and accessible for the majority of the nursery session. Following in the moment planning, each</b></p>

	<b>for pupils with SEND</b>	<p>for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>child's needs are matched by following the child's interests and using a key person system allows practitioners to know the children exceptionally well and their next steps. Home visits allow the parents to handover all important information and nursery settling in sessions give parents the opportunity to stay with their child and assess how they are managing in a new environment. Any issues identified can then be addressed before a child starts.</p> <p>Outside agency advice is sought in the event of more specific needs such as visits from physio-therapists, Occupational therapists, speech and language therapists, educational psychologists and referrals made where more specialised support is needed either for the child or family.</p>
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I</p>	<p>If the Nursery cannot meet a child's specific needs with the provision in place, the Inclusion Manager can apply for additional funding from the local authority to help buy in extra support. This could be in the form of small group work, extra resources or support and is given on a needs basis to help children access the curriculum and achieve their potential. This will be discussed with the parents at a meeting with the SENCO called an ISP meeting (Individual support plan).</p> <p>Snowflakes is a separate unit and has a separate waiting list and admissions policy. Please see section 1. You can contact our Snowflake Coordinator for further information and to arrange a visit: <a href="mailto:stacia@newbridgenursery.reading.sch.uk">stacia@newbridgenursery.reading.sch.uk</a></p>

		<p>know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	
<b>3f</b>	<p><b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b></p>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom,</p>	<p><b>Trips and visits are organised to include all children and appropriate supervision is put in place to manage this.</b></p>



		including school trips?	
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	The early year's curriculum focusses on children's prime areas- language, physical development and personal, social and emotional development and this is where support is mainly aimed. Any child not at age related in these areas is given 'time in' from all adults to ensure children's overall wellbeing is met and progress made. Children's behaviour is exemplary and adults support any child with big emotions or difficulties through modelling and discussion. A 'time in' approach is used where a child needs extra support.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND?  What should I do if I think my child may have a special educational need or disability?	Kate Wiggins- Inclusion Manager <a href="mailto:inclusionmanager@reysfederation.org">inclusionmanager@reysfederation.org</a> or Stacia Beeney our Snowflakes co-ordinator <a href="mailto:stacia@newbridgenursery.reading.sch.uk">stacia@newbridgenursery.reading.sch.uk</a>  There are many people you will find it helpful to talk to. Primarily your child's key person will hold the most knowledge about your child and their progress and development and will share any concerns with the Inclusion Manager. If more support is needed or your child is identified as working below their expected age in the curriculum, a meeting with the Inclusion Manager would be the next step. She will be able to sign post you to other useful information and help direct you at every step if outside agency referral is needed.

5.	<b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b>	What training have the teachers and other staff who support children and young people with SEND had?	<p><b>Our key persons and nurture staff are all level 2 or 3 trained in childcare education and care. The majority of our staff have been at the setting for many years and are very experienced in SEND. Staff are active participants in on-going training and professional development.</b></p> <p><b>The Inclusion Manager has a teaching qualification and Masters level certificate in SENCO and the Head of School and class teachers have a teaching qualification at degree level. Outside agencies and outreach are often used where further advice or support is needed.</b></p>
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	What happens if my child needs specialist equipment or other facilities?	<p><b>Advice will be sought as to what equipment or facilities are needed and where to source them from. A child needing equipment of a specialised nature may require an assessment for an Education, health and care plan (EHCP) where health and education agencies work together to ensure a holistic approach to a child's needs and care.</b></p>
7.	<b>The arrangements for consulting parents of children with SEND about, and involving</b>	How will I be involved in discussions about and planning for my child's education?	<p><b>Termly meetings with the Inclusion Manager will ensure that parents are involved in staying up to date with their child's progress and helping to make decisions on next steps. The Inclusion Manager will plan with feeder schools your child's transition and discuss any referrals with you.</b></p> <p><b>Within Snowflakes, the Snowflake Coordinator meets with parents</b></p>

	such parents in, the education of their child	How will you help me to support my child's learning?	regularly and supports parents through the process of support plans, EHCP's, discussing mainstream schools and specialist provision and supporting the transition onto school. We offer support for parents for e.g. paediatric appointments/ADOS assessments. We also provide training/information for parent's on issues such as sleep and managing sensory needs.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Our teaching approach allows children to predominantly lead their own learning through what they are interested in. Practitioners accurate and effective assessment underpins all teaching. Key people know each child very well because they routinely check each child's understanding and act immediately to help children take important next steps in their learning. As a result, children make rapid progress across the areas of learning.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning	Who can I contact for further information?  Who can I contact if I am not happy about the SEN provision made for my child?	Please look at the website for further information about the nursery or contact admin by e-mail or phone on page 1 of this document. The Inclusion Manager will be able to help you with any SEND queries or for our complaints procedure please see the link below and look for complaints policy in the policies area.  <a href="http://www.reysfederation.org/policies">http://www.reysfederation.org/policies</a>

	<b>the provision made at the school.</b>		
10.	<b>How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</b>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p><b>The Inclusion Manager will contact other services involved in your child’s care and invite them into nursery to help support us with your child’s care. This might include speech and language therapists, Physio or Occupational therapists or Portage workers for example. Where a referral to an outside agency has been made, we support the assessment process by meeting with professionals in the nursery setting. A child can be observed and their strengths and needs identified and shared between different professionals ensuring that everyone is working towards similar outcomes for the child in a consistent and timely manner.</b></p>
11.	<b>The contact details of support services for the parents of pupils with SEND including</b>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p><b>Speak to any member of staff if you are looking for any support and advice and you will be signposted to the Inclusion Manager or Snowflakes Co-ordinator for more help. You can also find out more about local services by following the links below:</b></p> <p><b>Reading services guide:</b>  <a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page">http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</a></p>

	<p>those for arrangements made in accordance with clause 32.</p>		<p>Reading local offer:  <a href="http://www.reading.gov.uk/localoffer">http://www.reading.gov.uk/localoffer</a></p> <p>Early years providers:  <a href="http://www.reading.gov.uk/article/10747/EarlyYears">http://www.reading.gov.uk/article/10747/EarlyYears</a></p> <p>Support for families:  <a href="http://www.parentingspecialchildren.co.uk">www.parentingspecialchildren.co.uk</a></p> <p>Autism advisor for reading:  <a href="mailto:jenna.redmond@reading.gov.uk">jenna.redmond@reading.gov.uk</a></p> <p>Support for parents and carers of children with Autism:  <a href="http://www.autismberkshire.org.uk">www.autismberkshire.org.uk</a></p> <p>General information about the Child and adolescent mental health service.  <a href="https://www.berkshirehealthcare.nhs.uk/camhs/default.asp">https://www.berkshirehealthcare.nhs.uk/camhs/default.asp</a></p> <p>CYPIT  <a href="https://www.berkshirehealthcare.nhs.uk/displaymenu-listing/?areald=2518">https://www.berkshirehealthcare.nhs.uk/displaymenu-listing/?areald=2518</a></p>
<p>12.</p>	<p>The school's arrangements for supporting pupils with SEND in transferring</p>	<p>How will you help my child make a successful move into the next class or secondary</p>	<p>We work very closely with our local feeder schools and other schools in Reading to ensure transitions to school happen in a timely and planned out way. We invite teachers and SENCOs into nursery to meet the children and provide extra support for children with SEND where this is needed such as extra transition visits to school. Information is shared between the settings and we offer follow up support for any schools wishing to seek extra help following the</p>

	<b>between phases of education</b>	school or other move or transition?	<b>move.</b> Staff will always be supportive in helping you go and visit schools or a specialist provision and talk through with you so that you can make a decision on your child's future.
13.	<b>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</b>	Where can I find out about other services that might be available for our family and my child?	<b>Reading local offer:</b> <a href="http://www.reading.gov.uk/localoffer">http://www.reading.gov.uk/localoffer</a>  <b>Reading services guide:</b> <a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page">http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</a>
14.	<b>Arrangements for assessing and reviewing children and</b>	What opportunities will we as parents and our child have to	<b>Specific Individual Support Plans or ISP's which share a child's agreed outcomes will be reviewed every term or sooner if needed with the key person and Inclusion Manager/Snowflake Coordinator and parents.</b>

	<p><b>young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b></p>	<p>review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	

15	<p><b>Who can I contact for further information?</b></p>	<p>Please look at the website for further information about the nursery or contact admin by e-mail or phone on page 1 of this document.</p>
	<p><b>What is the complaints procedure?</b></p>	<p>For our complaints procedure please see the link below.  <a href="http://www.reysfederation.org/policies">http://www.reysfederation.org/policies</a>                      and see the Complaints Policy</p>