BUCKINGHAMSHIRE COUNTY COUNCIL

Buckingham Primary Nursery

Special Educational Needs Information Annual Report 2025- 26

Date of next review: November 2026

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What is the local offer?

The local offer was introduced in the Special Education Code of Practice 2014. Its aim is to support children with Special Educational Needs (SEN) and their families by providing detailed information on the services available in Buckinghamshire and more specifically in individual schools and nurseries or early years settings. Buckinghamshire's Local Offer can be viewed at:
www.bucksfamilyinfo.org/localoffer

Our Ethos

At Buckingham Primary Nursery, we believe that every child has a right to access a full and enriching curriculum, no matter what their ability or background. We are committed to providing equal opportunities for all, regardless of race, faith, gender, or capability. We promote self and mutual respect and a caring, non-judgemental attitude throughout the Nursery.

Our Special Educational Needs Policy and Accessibility Plan can be found here:
Buckingham Primary Nursery - Special Educational Needs

What is a special educational need?

Approximately one in five children will need extra support at some time during their Nursery and school lives. A child has special education needs if they have learning difficulties and/or physical disabilities which make it significantly harder for them to learn than most children of the same age. If he / she:

- Has significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability that prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age at the Nursery;
- Is under school age and falls within the definitions above, or would do so is special educational provision was not made for them.

There are 4 broad categories of SEND:

- Communication and interaction – including autism spectrum and language disorders.
- Cognition and learning – including learning difficulties, development delay and Specific Learning Difficulties e.g. Dyslexia, and Dyscalculia.
- Social, emotional, and mental health – including ADHD, mental or emotional health difficulties.
- Physical and sensory – including hearing and visual impairments.

At Buckingham Primary Nursery, we have children with a variety of needs. The numbers of children with SEND is below the national average, and children learn alongside their peers.

We have high expectations of all our children. At Buckingham Primary Nursery, children on the SEN register make progress that compares well with the progress made by other children in the Nursery.

Identifying if a child needs support

At Buckingham Primary Nursery every child has a key worker. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. Ongoing observational assessments are made of all children and are linked to the Early Years Outcomes and characteristics of learning. In some cases this will identify additional needs.

Although the Nursery team are skilled at identifying special educational needs, we do not offer diagnoses. The school uses the following outside agencies to help identify and support children with SEND; Community Paediatrics, Educational Psychology, Occupational Therapy, Speech and Language Therapy, Health Visitors, Early Years Inclusion Teams. Parents can also contact their GP if they have concerns about their child.

There are other barriers, such as health and welfare, attendance, English as an additional language, and behaviour, which may impact a child's progress and attainment, but these are not classified as a Special Educational Need.

How will Buckingham Primary Nursery support a child with SEND?

At the Nursery all children benefit from Quality First Teaching, which means that staff assess and plan provision for all children at the level that allows them to make progress.

The SEN Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the Nursery's usual differentiated curriculum and strategies. SEN support takes the form of a four part cycle known as the graduated approach of assess-plan-do-review.

- **ASSESS -** All staff use on-going formative and summative assessments of children to measure progress and performance against Nursery expected attainment for a child of comparable age. The key worker will express concern if a child
    - Is significantly lower than that of their peers starting from the same baseline
    - Fails to match or better the child's previous rate of progress
    - Fails to close or widens the attainment gap between the child and their peers

  In identifying a child needing SEN support, the staff and SENDCo will carry out a clear analysis of the child's needs. Advice from outside agencies and parents / carers will be sought if considered necessary. A profile is developed taking all the above into account and this will inform the next step.

- **PLAN –** When it is decided to provide a child with SEN support, parents will be notified if not already involved. The key worker and the SENDCo, in consultation with the parents / carers, will agree the support to be put in place, as well as the expected impact on progress and a clear review date. This information is recorded on a SEN Support Plan or Assess, Plan, Do, Review plan. When allocating support to a child, our focus is on outcomes, not hours. We

aim to put in sufficient support to enable a child to reach challenging targets, but without allowing them to develop a dependence upon an adult.

- **DO -** Staff are responsible and accountable for the progress and development of the children, including where a child accesses support from specialist staff. The SENDCo is responsible for supporting staff in any further assessments and advising on additional or alternative support.

- **REVIEW –** The effectiveness of support and intervention should be reviewed at date agreed above. The impact of interventions should be evaluated along with the views of the children and parents / carers. This is reviewed against the child's progress and development and, in consultation with parents / carers and any other professionals, new targets may be set or the decision to remove SEN support may be made if appropriate.

Moving to an EHC Plan (Education, Health, and Care Plan)

Over time if a child fails to make progress in spite of high quality, targeted support at SEN support, we may apply for a child to be assessed for an EHC Plan. The purpose of the EHC Plan is to make more specialised educational provision to meet the needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting between the parents, the child, the Nursery, and any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting and outline desirable outcomes for the child.

How will the curriculum for the setting be matched to a child with SEN needs?

The key worker will oversee all targets on the SEN support plan or Assess, Plan, Do, Review plan. They use a Learning Journey containing observations, photographs and work to monitor progress and development. The SENDCo will support the key worker in any further assessments and advising on additional or alternative support. Support may be adapted through use of specialist equipment such as long loop scissors, fine motor skill resources, or through additional support, for example Speech and Language intervention. Our aim is for all children to be learning to their full potential and alongside their peers.

How will I know how my child is progressing?

Our open door policy allows for easy informal updates between parent / carer and key worker. In addition to this, the effectiveness of support will be reviewed at a date agreed and at least three times a year. The impact of support should be evaluated along with the views of the children and parents / carers. This is reviewed against the child's progress and development and, in consultation with parents / carers and any other professionals, new targets may be set or the decision to remove SEN support may be made if appropriate.

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

Although the Nursery SEN team are skilled at identifying special educational needs, we do not offer diagnoses. The Nursery and governing body uses the following outside agencies to help identify and support children with SEN; e.g. Occupational Therapy, Paediatrics, School nurses and health visitors, Early Years Inclusion Teams, Speech and Language therapy. These agencies support with specialist equipment and facilities where required. Parents can also contact their GP if they have concerns about their child.

- The SENDCo and Inclusion lead hold the National Award for SEN Co-ordination.
- The Head teacher, Deputy Head, Assistant Head for Early Years, Operational Safeguarding Lead and Senior Leadership Team have received Designated Safeguarding Lead training (DSL).
- BPS maintains a rolling programme of First Aid Training for staff.
- Staff are trained in the Steps Positive Behaviour Management approach.
- The SENDCo attends regular SENDCo liaison meetings which disseminate information regarding current practise and thinking and offers the opportunity to discuss special educational needs issues with colleagues across the county.

What support will there be for my child's overall well-being?

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive attitude to your child's well-being. Key workers monitor specific children to ensure consistent day-to day care. Parents/carers are encouraged to share any concerns that might impact on the well-being of their child with the designated keyworker.

Children with disabilities

Buckingham Primary Nursery is inclusive and disability friendly, ensuring that children with disabilities enjoy the same advantages as their peers. We aim to teach in a way that will support children with disabilities. All of our children have full access to the learning, and we recognise achievement and expertise in all areas. We endeavour to make the physical environment accessible to all. Please see our school accessibility plan: https://www.buckinghamprimary.co.uk/SEN/

Children with medical needs

Children with medical conditions are supported so that they have full access to their learning. If a child has an additional medical need a detailed health care plan will be compiled with support from the school nurse in consultation with parents/carers. This is discussed with all staff who are involved with the child, and appropriate support is put in place.
The Nursery ensures that appropriate training relating to specific medical conditions is undertaken by key staff working with the child.

How will a child with SEND be included in activities outside the setting?

All children are welcome to attend trips. We will endeavour to include parents/ carers in the planning of the visit to identify the needs of your child. If necessary, we can prepare a photo book for your child so they know what to expect on the visit, and invite all parents to join us on our trip. A

risk assessment would be carried out prior to the visit. We would also take along any aids or medication, along with consent forms, that your child may need.

Support services for the parents of children with SEND

There are a number of additional support groups and specialist 1:1 providers. These include:

- The Buckinghamshire Safeguarding Children Partnership
  https://www.buckssafeguarding.org.uk/childrenpartnership/

- Buckinghamshire Family services
  Family Information Service | Buckinghamshire Family Information Service

- Buckinghamshire SEND Team
  Bucks SEND Local Offer | Family Information Service

- The Health visiting team
  https://www.buckshealthcare.nhs.uk/cyp/health-visiting/

- Community Paediatrics
  https://www.buckshealthcare.nhs.uk/cyp/community-paediatrics/

- Occupational Therapy
  https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/

- Speech and Language Therapy
  https://www.buckshealthcare.nhs.uk/cyp/speech-and-language-therapy/
- Stepping Stones Triple P Parenting course
- Bucks SENDIAS Service – Impartial information, advice and support on special educational needs and disabilities

For more information please go to:
https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page

Arrangements for Complaints

The Nursery strives to work in partnership with parents / carers to create a collaborative approach to meeting children's needs. It is in everyone's interests that complaints be resolved as quickly and at as low level as possible. The Nursery's procedures for complaints are set out on the school and Nursery website. The SEND complaint procedure is:

- The complaint is dealt with by the Key worker.
- If the matter remains unresolved the complaint is dealt with by the SENDCo, Early Years SENDCo and/ or Assistant Head for Early Years.
- If there is still no resolution the Deputy Head or Headteacher would become involved.
- If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors.

- The Governing Body will deal with the matter through their agreed complaint resolution procedures.

How will the staff prepare and support a child with SEND to join the setting or transfer to a new setting/school?

We understand how difficult it can be for children and parents as they move to a new setting and we work with the individual needs of the child to make such transitions as easy as possible. These may include

- Assigning a key worker before your child joins us and a home visit
- Additional meetings with staff
- Additional visits to the Nursery
- Other arrangements to suit the child's individual needs
- Transition sessions in Foundation classes in school take place during the second half of the Summer term for children transitioning to Buckingham Primary School

What should I do if I think my child has special educational needs?

The key worker is the initial point of contact for responding to parental concerns. You can also contact the Special Educational Needs Coordinator, Mrs Lisa Smith, Early Years SEND Support or the Assistant Head for Early Years, Mrs Clare Milne.

Contacts

Mrs Lisa Smith: SENDCo

- Email: bpnursery@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Clare Milne: Assistant Head for Early Years

- Email: bpnursery@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Sarah Gammon: Deputy Head and Inclusion Lead

- Email: office@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Samantha Brewer: Head Teacher

- Email: office@bps.bucks.sch.uk
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