



Chatham Nursery School

Special Educational Needs and Disabilities (SEND)

Information Report

(In line with the SEND Code of Practice 2015 and Local Authority requirements)

Mission Statement

Our nursery school community is dedicated to teaching every child to be a happy, confident and independent learner. We create a caring, inclusive and enriching environment where each child feels safe, supported and valued.

School Ethos and Commitment to Inclusion

At Chatham Nursery School, we are committed to ensuring that every child is a happy, confident, and independent learner. We provide a caring, inclusive, and enriching environment where all children feel safe, supported, and valued.

We recognise that children develop at different rates and that some children require additional support to achieve their full potential. Our SEND provision is underpinned by high expectations, early identification, inclusive practice, and strong partnerships with families and professionals.

SEND Leadership and Governance

SENCO: Mrs. S Atkinson

SEND Governor: Mrs. M Jackson

Telephone: 0151 233 1201

Email: chatham-ao@chathamplace.liverpool.sch.uk

The SENCO has strategic oversight of SEND provision, ensuring statutory duties are met and that provision is effective. The SEND Governor provides challenge and support to ensure accountability at governing body level.

Local Authority Local Offer:

How Does the School Identify Children with SEND?

We place a strong emphasis on early identification and intervention.

Identification may occur through:

- Information shared by families during home visits and admissions meetings
- Outcomes from 2-year-old health checks
- Baseline Starting Point assessments using OP&L (Observation of Play and Learning)
- Ongoing formative assessment through observation of play and adult-led activities
- Spotlight assessments at children's birthday and half-birthday points
- Discussions during staff meetings, pupil progress meetings, and family consultations

Children whose progress gives cause for concern are closely monitored. Where progress remains limited despite high-quality teaching, additional support is planned in partnership with families.

What Should I Do if I Think My Child Has SEND?

Families are encouraged to speak to their child's **key person** in the first instance. Concerns can also be raised directly with the **SENCO**. We operate an open-door policy and value families' knowledge of their children.

How Does the School Support Children with SEND?

Graduated Response: Assess - Plan - Do - Review

All SEND provision follows the graduated approach set out in the SEND Code of Practice 2015

Assess

Children are assessed through observation, developmental tracking, and professional discussion, taking into account family views and, where relevant, advice from external professionals.

Plan

Outcomes are agreed with families and recorded through Play Plans or targeted support plans. Planning is informed by OP&L assessments and curriculum intent.

Do

Support is delivered by trained staff, led by the key person and overseen by the teacher and SENCO. Provision is embedded within daily routines wherever possible.

Review

Progress towards outcomes is reviewed regularly through:

- Weekly room meetings
- Half-termly evaluations
- Termly pupil progress meetings
- Annual SEND reviews

Provision is adjusted in response to progress and need.

Waves of Provision

We use a Waves model to structure support:

- Wave 1: High-quality, inclusive teaching for all children
- Wave 2: Targeted small-group or short-term interventions
- Wave 3: Individualised provision for children with identified SEND, including those with EHCPs

What Types of SEND Does the School Support?

We support children across the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

SEND Profile (Sept 2025 - July 2026):

- 16 children (29%) receiving SEN Support
- 9 children with an EHCP or under assessment (9%)
- 11 children (20%) monitored for emerging needs

How Are Children and Families Involved in Decision-Making?

We are committed to co-production with families and children. This includes:

- Home visits and "All About Me" information
- Regular consultations and informal discussions
- Family involvement in Play Plan target setting and reviews
- Access to online Learning Journals
- Coffee mornings, Stay and Play sessions, and workshops
- Joint meetings with external professionals
- Capturing pupil voice in age-appropriate ways

Families are involved from the earliest stage of concern and throughout the graduated response.

How Does the School Support Children's Wellbeing?

Each child is allocated a key person who provides emotional security and continuity of care. The key person ensures that learning, emotional, and care needs are met and that children feel safe and valued. Children are supported to develop independence, resilience, and positive relationships in line with school values.

How Is Staff Expertise Developed?

We prioritise high-quality professional development in SEND.

The SENCO is in the process of acquiring the National SENCo Award.

- Additional SLT member holds a SENDCo qualification
- Staff trained in ASC (Intensive interactions), sensory processing, speech and language needs, Gestalt Language Processing, and Neli Language Intervention, Wellcomm, Bell Foundation EAL
- Whole-school SEND
- Regular attendance at Local Authority SEND briefings and SEND partnership meetings

How Are Staff Deployed to Support SEND?

Staff deployment is flexible and responsive to need. Where children have specific SEND or medical needs, staff receive appropriate training (e.g. allergies, asthma, diabetes, Signalong, ASC, SALT strategies).

What External Agencies Support the School?

We work closely with a range of external professionals, including:

- Educational Psychology
- SENISS
- Speech and Language Therapy (MAST)
- OSSME Autism Support
- Occupational Therapy
- Health Visitors
- Community Paediatricians
- Children's Centres
- CAMHS
- Social Care

Where appropriate, an EHA is initiated to coordinate multi-agency support

How Does the School Support Transitions?

Transitions are carefully planned for children with SEND, including:

- Transition meetings with receiving schools
- Sharing assessment and provision information
- Additional visits or transition support where needed

Accessibility

- Single-storey, wheelchair-accessible building
- Accessible toilets, nappy-changing facilities.
- Reasonable adjustments made to ensure full access to learning

How Are SEND Provision and Outcomes Evaluated?

We evaluate SEND provision through:

- Pupil progress data
- Observations and learning walks
- Environmental Rating Scales
- Family feedback
- Ofsted inspection outcomes

SEND effectiveness is reported to governors and informs school improvement planning.

Complaints

We aim to resolve concerns through open communication. Formal complaints are managed in line with the school complaints Policy, available on the website.

Review of SEND Provision (2025-2026)

Strengths include:

- Positive Ofsted feedback May 2025
- Inclusion Quality Mark
- Strong family partnerships
- Effective SEND interventions
- Expanded SEND Resource Provision

Challenges include:

- Increasing demand for SEND support and associated financial pressures

Priorities for Development

- Review effectiveness of Assess-Plan-Do-Review
- Embed Social Communication and Play Journal
- Develop SEND resource provision and breakout spaces
- Strengthen Neli and early identification

Related Policies

This report should be read alongside key policies including SEND, Safeguarding, Behaviour, Teaching and Learning, and Accessibility, available on the school website.

Legislative Compliance

This report complies with:

- Children and Families Act 2015
- Equality Act 2010
- Mental Capacity Act 2005

Date approved by Governing Body 4th February 2026. Review date January 2027.