

EATON MILL NURSERY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

(SEND) INFORMATION REPORT – 2025 / 2026



At Eaton Mill Nursery we are committed to the equal inclusion of all children in all areas of nursery life. We recognise the diverse and individual needs of all our children and take into account the additional support required for those children with Special Educational Needs and Disabilities (SEND).

Children are taught in an environment where they are respected and in which their individuality is valued. It is the responsibility of all staff members to help each and every child reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents/carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between nursery staff and parents/carers during their time at Eaton Mill Nursery.

At Eaton Mill Nursery we aim to:

- Identify children with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met.
- Have systems in place whereby staff are aware of children with SEND.
- Provide all children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- Have high ambitions and expectations for children with SEND.
- Be sympathetic to each child's needs by promoting a strong partnership between the child, the parent/carer and Eaton Mill Nursery staff.
- Actively engage with support from the Local Authority and outside agencies to support the child and their family.
- Ensure that all children take a full and active part in nursery school life.

What kinds of Special Educational Needs are provided for at Eaton Mill Nursery?

At Eaton Mill Nursery we offer provision for children with difficulties in the following categories of need as outlined in the DfE 2015 'Code of Practice'.

Communication and Interaction

Speech, Language and Communication Needs (SLCN). This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, despite appropriate differentiation or support. Learning difficulties cover a wide range of needs and include, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD),

which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some or all areas of the curriculum.

Social, Emotional and Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in a multitude of ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. We work with CAMHS, the MHST and other appropriate agencies to support the children and make referrals, when necessary, as we believe that all behaviour is a form of communication.

Physical and/or Sensory Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to aim to enable these children to access their learning.

At Eaton Mill Nursery we are aware that these needs may be inter-related and that children may have more than one area of need.

Our aim at Eaton Mill Nursery is that all children will achieve their full potential both academically and socially despite the challenges they may face. Quality first teaching and a graduated approach to the level of support children receive is paramount to ensure we fulfil this aim for our children.

This information has been produced to answer questions you may have about the additional educational support that is being provided to help your child.

Roles and Responsibilities

SENDCO: Jess Weeks

Consultant SENDCO: Michael Classon

Role of the SENDCO

The SENDCO is responsible for:

- Ensuring that the Code of Practice is being followed in line with the Nursery SEND Policy.
- The co-ordination of Special Educational Needs throughout the Nursery.
- Monitoring the impact of the support put in place.
- Regularly reviewing the assess, plan, do, review cycle.
- Regularly reviewing SEN Support Plans.
- Liaising regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs.
- Working closely with external agencies to gain specialist advice and support for individual children, as well as putting referrals through for identified needs.
- Ensuring that any requests for information on individual children are passed onto the relevant agencies and that parents/carers are kept fully informed of this.
- Being respectful of the parents'/carers' wishes regarding confidentiality of the information.

Key Persons

Upon being admitted to the Nursery each child is given a Key Person. The Key Person strives to create a strong relationship with the children in their key group and their family. They are responsible for the learning and development needs of the children in their key group and are the first point of communication for parents/carers. Key Persons identify the children who may need more support and liaise with the SENDCo, Nursery Manager and other external agencies to support their key children effectively, ensuring their needs are met and they are able to reach their full potential.

Principles

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- Identifying the needs of children and young people.
- Providing high-quality provision to meet the needs of children and young people.
- Focusing on inclusive practices and removing barriers to learning.
- Considering the views of children, young people and their families.
- Enabling children and their parents/carers to participate in decision-making, as appropriate.
- Collaborating with partners and external agencies in education, health and social care to provide support.

Special Educational Needs

We believe that it is best practice for all children to have access to a wide range of highly qualified members of staff who understand their needs. For the majority of children, including those with additional needs, we believe that children learn best in an environment which supports their needs and where staff work alongside them when they are engaged in their play and at ease. Due to this, we support children with additional needs with short bursts of learning which are usually based around reasonable adjustments on top of the High-Quality Teaching offer and some of these may be taken from the FACT/FACT plus assessment documents.

Some children may have a document where the assess, plan, do, review cycle is undertaken, other children may have a SEND Support Plan or an EHCP where targets to support development and learning are recorded.

If we feel a child's needs will be best met with constant 1-1 support and we have been able to secure funding to support this through the council via an EHCP plan, a member of staff will be allocated to work closely with the child. The child will still be given a Key Person who will be responsible for overseeing the learning and development, ongoing assessment and for setting individual targets for the child. The child's assigned Key Person(s) will support them during the session, to ensure that the learning experiences offered are well supported and accessible, as well as supporting the child to develop the key skills as set out in the targets.

Support will also be provided for all families including those with children with SEND in how strategies and key learning at Nursery can be transferred to the home setting. This support can be from Nursery staff, Health Visitors or a Specialist Teacher from the Specialist Schools SEND Team in the Local Authority, depending on the type of support

best suited to the needs of the child. Parents/carers can also access support from the Milton Keynes SEND IAS Support Team.

What is the Local Offer?

The Local Offer has been introduced '*as a local offer of all services available to support disabled children and children with SEND and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.*'

How do we, at Eaton Mill Nursery, know if children need extra help?

We know a child needs help when:

- Concerns are raised by parents/carers, nursery staff, previous settings, a Children's Centre the child may have attended or from the Health Visitor.
- Concerns have been identified at the child's two-year check by the Health Visitor or the check that is carried out in Nursery.
- A child appears to be significantly below age-related expectations.
- There is a lack of progress, academically, socially or emotionally, compared to peers and national age-related expectations.
- There is a change in the child's behaviour which impacts on learning.
- A child's level of wellbeing and involvement remain low, despite support from staff.
- Liaison with the child's previous setting, Children's Centre or Health visitor raise concerns.
- Liaison with external professionals (e.g., speech and language therapist) raise concerns.
- A medical diagnosis is received.
- Ongoing observations of children in their play.
- Observations and screening from the Educational Psychologist at the Nursery.

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

If you have any concerns regarding your child's progress or wellbeing, then please drop in to see your child's Key Person(s) to discuss your concerns in the first instance. The Key Person(s) will then direct you to Amie Stevens (Nursery Manager) or Jess Weeks (Deputy Manager / SENDCO) who will arrange a suitable time to discuss your concerns in greater detail and aim to highlight a plan moving forward.

How will I know how Eaton Mill Nursery supports my child?

Your child's Key Person(s), or the Nursery Manager, will contact you to let you know if there are any changes to your child's learning needs. The Key Person(s) or Nursery Manager may speak to you informally (by telephone or at the end of the session) or request a meeting if this is more appropriate / convenient for you.

Your child's progress will be supported in the following ways:

- The Key Person(s) will have overall responsibility for the planning and teaching of the curriculum for all children both in their group and for an area of the Nursery during free flow learning times. The curriculum is monitored by the Nursery Manager.
- Should your child require additional support they may receive some extra help through a range of interventions. These will be provided by nursery staff and will take place within the Nursery environment wherever possible. You will be notified that your child is receiving extra support in Nursery.

- Occasionally a child may need more specialist support from an outside agency such as Specialist Teachers, Speech and Language Therapy (SaLT) or a Health Visitor (HV). Some children with more complex needs may be under the Child Development Centre or Complex Needs Team situated at the Milton Keynes Hospital or a Community Paediatrician, who may also recommend support from other agencies such as an Occupational Therapist (OT) or an Educational Psychologist (EP). You will be kept informed of when the specialist support will be coming in to the setting. A meeting with parents/carers and the Key Person(s) is usual prior to any observations or assessments. A follow-up meeting will be arranged to share reports and action points. We are also able to arrange meetings with Specialist Teachers and our Speech and Language Therapist to help you to understand the outcomes of meetings and assessments that have been carried out.
- All children's levels of wellbeing and involvement are monitored throughout the year and any children displaying low levels of wellbeing and involvement are made known to all staff so that they can be supported appropriately.
- All parents/carers are updated at both formal meetings and/or at collection time or during learning journey viewing sessions and staff make parents/carers aware of the areas of difficulty, what has been put in place for the child and the impact of this. Parent/carers views are sought, and these are considered. We also monitor the behavior and reaction of the child and develop strategies that support them on an individual basis.
- If your child receives a Two-Year Check during their time in the Nursery, this will clearly identify areas where your child needs further support and may be working below age-related expectations. It will also detail how the Nursery will further support your child and this will be discussed with you as part of the Two-Year Check process.
- The Safeguarding team consists of the Nursery Manager, Deputy Manager and the Consultant Safeguarding Lead. These key people are responsible for monitoring the Safeguarding and Child Protection procedures. The Nursery Secretary is responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the Nursery's Single Central Record. The Trustees have an appointed Safeguarding Governor and ensure that the Nursery is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review all statutory policies defined by the Department for Education (DFE).

How will the curriculum be matched to my child's needs?

All children are entitled to quality first teaching, adapted learning and a graduated response matched to their individual needs to enable them to access the curriculum. The curriculum is not necessarily changed for your child but the approach to teaching and learning will be adapted to suit their individual needs.

The EYFS Curriculum and Statutory Guidance documents provides a statutory framework in which staff take consider individual needs and plan suitable activities, provide appropriate resources, and monitor children's progress.

Learning is supported through a range of adult-led activities. Children are encouraged to access a broad range of opportunities and develop a range of skills that will support their future learning. We also recognise that young children display patterns of play or schemas (pattern of repeated actions), and we ensure that children's schemas are incorporated into learning opportunities. This approach not only supports all children but is a sensitive way to support children, who may have additional needs, to learn in a format that they are comfortable with.

Staff will identify, through assessment and observations, areas in which children may need additional support and how this can be implemented using the FACT and FACT+ targets.

If appropriate, specialist equipment may be provided for your child, e.g., Objects of reference, now and next boards, ear defenders, visual timetables, and visual cards, e.g., toilet, snack etc.

Where children have a disability, specialist equipment suited to the needs of the child will be sought with support from the Specialist Teachers, MKC SEND team and other specialists.

Where appropriate, children receive targeted teaching based on their individual needs and where possible this will take place within the normal Nursery session. If appropriate, children may receive this targeted support in a quieter area of the Nursery such as if they are developing their listening and attention skills. Such targeted support would be carried out by the Key Person, or other practitioner who is familiar with the child's needs with support from the SENDCO.

How will I know how my child is doing?

We pride ourselves on the relationship that staff develop with parents/carers. We understand that it is vital to work together in partnership to support all children. Although we have formal meetings with parents/carers to discuss progress, we always ensure that any concerns that arise are addressed promptly through informal meetings.

You will be kept informed of your child's progress through parent consultations, as well as a report issued annually at the end of the summer term. Parents/carers are also encouraged to ask questions about development and learning at this point.

Small, achievable, and appropriate targets, known as 'Next Steps', are provided for parents/carers during parent consultation meetings with details of interventions and targets. For children who have an identified need, any need-specific targets will be given out to parents/carers in a meeting and reviewed with them as appropriate.

How will you help me to support my child's learning?

The Key Person may suggest ways of supporting your child's learning at home through informal discussions, parent consultation or through suggested targets.

The SENDCO may meet with you to discuss ways in which you can support your child at home, e.g., using visual resources at home to support communication.

If external agencies have been involved, a report is usually provided with home-support strategies. We ask parents/carers to share these reports with the Nursery so that we can implement and monitor any actions that have been suggested.

We can provide support from Specialist Teachers who work closely the Nursery. We can also support parents/carers to access other support agencies such as SENDIAS and IPSEA.

What support will there be for my child's overall wellbeing?

We believe that the relationships that young children develop with the adults who care for them are critical in supporting their emotional wellbeing. You are encouraged to share with the Key Person information about your child's interests, likes and dislikes.

Children with Medical Needs

If a child has a medical need, then a detailed Care Plan is produced with support from Health Visitor/Complex Needs Team at Milton Keynes Hospital and relevant professionals in consultation with parents/carers. Plans are shared and discussed with all staff with regular updates.

Staff receive adrenaline auto-injector and insulin injection training as and when needed and any other training that would be relevant.

If it is necessary to administer medication during a Nursery session, parents/carers will be required to sign a medicine consent form to ensure the safety of both children and adults. All medication will be kept in a secure, locked cupboard, or fridge if necessary. Any medication that is administered during the session is recorded and parents/carers made aware upon collection.

Many members of the nursery team hold their Paediatric First Aid certificate and new members of staff are enrolled on to this training at the earliest opportunity.

Where children enter the Nursery with a medical need that is new to the setting or requires specialist support, we seek the relevant training from the Complex Needs Team at Milton Keynes Hospital and we endeavor to do this prior to the child starting at the Nursery, where appropriate.

What specialist services and expertise can be accessed by the Nursery?

At times it may be necessary to consult with external agencies to receive their more specialised advice. These may include, but are not limited to:

- Specialist Teachers (Cognition and Learning, Social, Emotional & Mental Health, Communication and Interaction and Sensory and Physical)
- Educational Psychologists
- Speech and Language Therapy (SaLT)
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Social Care
- Children and Family Practice
- Occupational Therapy
- Physiotherapy
- Health Visitor

Parents/carers will be fully informed, and be a part of the decision, in knowing if the Nursery feel their child would benefit from the advice of any of the above specialists. This discussion is led by the Nursery Manager, Educational Psychologist, Specialist Teacher or other professionals who may be supporting your child such as the professionals at the Child Development Centre, Complex Needs Team or a Community Pediatrician. The specialists will also want to meet with parent/carers to receive their viewpoints before and after they have observed and/or assessed their child.

What training has been provided for supporting staff?

All staff are provided with opportunities to attend training that is suited to their role in the Nursery.

- Staff have completed or are working towards at least Level 2 or 3 NVQ in Early Years Education or the equivalent, some staff have completed Level 5 and some are training towards this.
- Single Agency Safeguarding Training is provided for all staff at least every 3 years with annual refreshers and regular updates throughout the year.
- Designated Safeguarding Leads are trained every 2 years with regular updates throughout the year, and annual refresher training.
- Prevent and FGM training is delivered to all members of staff upon induction and updated as updates arise and as part of regular updates during the year.
- Staff are made aware of online safety, GDPR regulations and campaigns relevant to supporting protective behaviours in young children such as the NSPCC PANTS campaign.
- Paediatric First Aid training is included in the induction of new staff and updated as per statutory requirements and the majority of staff are fully trained.
- The majority of staff have been trained in Positive Handling, and this is offered to new members of staff as and when required.
- Staff have been trained in Trauma and Attachment and new staff are provided with these training materials as part of their induction.
- Staff have received training in Autism awareness and supporting children with a range of additional needs.
- Staff have been trained in how to use the FACT/FACT+ targets to support the children.
- Staff have been trained in the Assess, Plan, Do, Review cycle.
- All staff hold relevant Level 2 Food Hygiene and Safety Certificates and are aware of allergens. This is updated as is required and new staff are provided with this training as part of their induction.

How will my child be included in activities outside the Nursery environment?

Activities outside the Nursery would only be chosen if it was accessible and suitable for all children and their needs and would be made available to all children.

Risk assessments are carried out and procedures put in place to enable all children to participate.

If a health and safety risk assessment suggest that an intensive level of 1-1 support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual staff.

Support lanyards with symbols for everyday objects are situated around the setting so that staff can communicate clearly with children and the children also use these to communicate with staff.

How accessible is the Nursery environment?

As a nursery we are happy to discuss individual access requirements and make reasonable adjustments where appropriate to meet these needs.

Facilities at present include:

- Two free flow, open plan rooms with structured outdoor breaks. Hedgehogs is the 2-year-old room and Squirrels is the 3–4-year-old room.
- We use visual cues as part of quality first teaching, supporting language development and understanding. This includes a whole group visual timetable, flash cards, now and next boards, emotion cards and common key words.

- A wide range of resources of differing heights which allow fair access for all.
- Two well-equipped outdoor areas with easy access for both rooms.
- Nappy changing facilities in all rooms.
- Support for parents/carers with English as an additional language with multilingual staff.

How will my child be prepared and supported for joining Eaton Mill Nursery?

Eaton Mill Nursery understands that moving provision or starting nursery can be a challenging time for some children and families, so the Nursery puts a number of strategies in place to make the transition as smooth as possible.

These may include (if deemed appropriate):

- Initial meeting and tour of the Nursery and facilities following an admission enquiry being completed and families showing an interest in their child attending the Nursery.
- Meetings or phone calls with any previous pre-school/nursery setting or the Children's Centre they may have accessed before.
- Home visits prior to children starting at Eaton Mill Nursery.
- Liaising with any external agencies as and when appropriate.
- All new starters are required to have a familiar adult to stay with them for settling in sessions.

These are adjusted accordingly to meet the individual needs of the child.

When children move on to a different setting or move to primary school, Eaton Mill Nursery holds transition meetings with the new setting and share information regarding the provision and support which has been provided, including any external agencies who may be involved with the child and their assessment data. When appropriate, staff members have supported children to visit a new setting to help them feel more secure. If we feel a child may need a more gradual transition and additional transition visits to the new setting, then we will work with the new setting to facilitate this.

How are the Nursery resources allocated and matched to children's SEND?

The Nursery is an inclusive environment where we strive to ensure individual needs are catered for. The vast majority of resources are accessible for all. Specialist advice/support may be bought in to support individual children.

If appropriate funding is in place, a child may receive 1-1 support if this is in the best interests of the child. If it is deemed, with the support from Specialist Teachers, that this would be in the best interests of the child, then the Nursery would apply for Early Years SEND funding for individual children. This would be done after several rounds of SMART Assess, Plan, Do, Review targets had been set for the child and external professionals have been involved.

How is the decision made about how much support a child will receive?

Many young children, regardless or not if they have SEND, will need support during their time in nursery as they develop many of the skills they will need in the future. To achieve this, staff/child ratio is always high. However, if we identify that extra support beyond this is needed then we can apply to the council for additional funding to support specific needs. We will then work closely with Milton Keynes SEND Team and the specialist teachers to ensure that the right amount of additional support is provided.

It is the ethos of the Nursery to have an inclusive practice and that our young children should be supported sensitively by all staff and not just one person. Therefore, our

preferred model is to increase the staff/child ratio and support the children in their learning at the point of when they are most engaged. Where it is appropriate for a child to have a dedicated 1-1 support, we will aim to provide this through funding from the high needs funding from the Local Authority. The child will have a SEND Support Plan. If a child comes to us with an EHCP plan (Education Health Care plan) in place, then funding is in place through the plan.

Who can I contact for further information?

If you have any further questions, please feel free to speak to your child's Key Person or the Nursery Manager.

If you wish to discuss your child's education further or are unhappy with something regarding your child's placement, please contact:

Nursery Manager: Amie Stevens (admin@eatonmillnursery.co.uk)

Milton Keynes Special Educational Needs and Disability Advice and Support Service (SENDIAS)

Advice Line 9:30–4:30 Monday – Friday
Tel: 01908 254518

Civic Offices
1 Saxon Gate East
Central Milton Keynes
MK9 3EJ

SEND Team

Tel: 01908 657825
SEN@milton-keynes.gov.uk

Civic Offices
1 Saxon Gate East
Central Milton Keynes
MK9 3EJ

To download a copy of the Nursery's Special Educational Needs and Disability (SEND) Information Report and/or to view the SEND Policy please visit the Eaton Mill Nursery website – <https://eatonmillnursery.co.uk/>

Handling Complaints

We will involve parents/carers and children fully in all the decisions regarding provision at the Nursery. We urge new parents/carers to make an appointment in the first instance to look at the environment and provision and to discuss how their child's needs may be met at the Nursery before the child starts.

We will then continue to liaise on a regular basis with parents/carers to update them on progress and adaptations made and close observations of the child will be made to see if and where adaptations need to be made.

Following this process, we work with parents to explore all available options and, if we feel the child's needs would be better met in a different setting, we will support you in finding a more suitable alternative.

If parents/carers have a concern or complaint regarding the provision the Nursery has made, in the first instance we request that parents/carers raise these with either the Nursery Manager or Key Person so that the concern can be investigated. If this does not resolve the issue, parents/carers are advised to follow the Complaints Policy which can be accessed upon request.