



# Grasmere Nursery School Special Educational Needs Information Report 2025

We believe passionately in the **importance of quality first teaching**, a **broad curriculum**, and **rich early experiences**, providing an **inclusive, safe and caring environment**, and in having **high expectations** of all in our school community.

Our overarching aim is to **provide a high-quality Early Years Education for all of our children**, and through this, to give a **solid foundation for a love of lifelong learning**. We constantly strive to enable each child to fulfil their full potential, to thrive within society, and to contribute their own skills and talents to the service of others. We believe that **“it takes a village to raise a child”** and to this end we work closely with our families, with other schools and service providers to give each child the best possible start in life.

This report outlines how we support children who require additional educational support. If you have any questions, please come and speak to the special educational needs and disability (SEND) team.

You can call us on 01582 593426 or email [senco@grasmere.nurseryluton.com](mailto:senco@grasmere.nurseryluton.com).

Further information is outlined in our Special Educational Needs and Disability policy (see website)

## Special Educational Needs that are provided for at Grasmere Nursery School?

Grasmere Nursery School is a ‘resourced’ nursery funded by Luton Borough Council. This means that we are funded for up to 24 places for children with severe and complex special education needs. This enables the school to offer a range of specialist resources for children attending the school. This includes children with:

- Physical
- Medical
- Learning/developmental difficulties
- Speech and language difficulties
- Any other need requiring additional educational support.

## Who would you talk to if you had a concern about your child?

If your child already attends Grasmere Nursery School the first point of contact is your Class Teacher or keyworker, the SEND team, the family worker or the SENCo.

If we have concerns about a child, the Teacher or Keyworker will talk to the parent/carer in the first instance. If concerns persist, the SEND team will be notified, and they will discuss how the child can be best supported. All subsequent actions or referrals will be made in full consultation with the parents/carers.

## **Arrangements for supporting pupils moving between phases of education**

At Grasmere Nursery School we aim to provide support at each phase. When a child joins us we will gather information about them. This could be medical reports, information from the Special Educational Needs Service (SENS), previous nursery reports or any other information that will help us provide the best education.

We offer and arrange home visits for some children so that a key worker and a member of our team can meet the parents/carers and the children. Parents/Carers are welcome to come and take a tour of our school. We collaborate closely with parents to help children settle into the Nursery.

The SENCo will organise school visits to mainstream and specialist schools, which are attended by parents to assist families in making school placement decisions. To ensure a smooth transition, transition meetings are held with parents, Grasmere Nursery staff, and staff from the child's new school. A transition plan is created to inform the receiving school about the child's strengths and areas of need, and strategies/interventions/techniques used to support the child are shared. There are also planned visits to Grasmere Nursery to observe and meet the child, as well as to communicate with current staff.

## **The approach for teaching children with SEND and how adaptations are made within the curriculum and the environment.**

We are an inclusive nursery school; activities are planned to meet the diverse needs of our children. We have staff who have specific training and expertise in supporting children with additional needs. All staff undergo continuous professional development, to ensure that we can build on best practice. In addition, we offer:

- A SENCO who is working towards the National Award for SEN Coordination.
- Early Years SEN Holistic profile to track the progress of our SEND Children.
- A whole school inclusive approach where all staff are aware of and work with all children.
- Attention/language groups that meet our children's needs.
- Use of visual timetables, 'Now' and 'Next' and visual symbols.
- Sign language to support understanding.
- Picture/Object Exchange to support communication or objects of reference if initially required.
- Curiosity Boxes focused on children's interest.
- Shoe box tasks. (TEACCH program)
- Intensive Interaction.
- Sensory play such as, bubbles, shaving foam, food, paint, water and sand.
- Lego therapy activities
- Nurture room and Rainbow provision accessible by ramps.
- Nurture room.
- Quiet rooms.
- Rainbow provision including bespoke garden
- Library with appropriate reading material to support learning including story bags.

## Evaluating the effectiveness of provision made for children with SEND

Children who require additional support are given an Individual Plan with targets set by their class teacher and SEND team with contributions from parents. These targets are carefully planned taking into account children's individual interests and needs.

Progress can be tracked using the Holistic Profile and provision is discussed and assessed through weekly SEN meetings and the outcomes for pupils with SEND are evaluated termly.

## Social and Emotional Support

We believe that, when a child feels **safe and valued**, they will be able to thrive, and to this end, our provision is delivered by qualified and experienced teachers and educators, who focus on **building strong, trusting and knowledgeable relationships** with the children.

Every child in the school has a key worker to help the child to develop a secure attachment. Leuven wellbeing and involvement scales are used as part of our everyday assessment.

We use 'signs 4 behaviour' and the therapeutic approach and strategies, set out in our care and conduct policy, to reinforce positive behaviour strategies. Our care and conduct policy sets out how we celebrate the 'positives' and deal with unwanted behaviour in partnership with parents. This sometimes includes having behaviour plans in place for identified children.

## Education, Health and Care Plans (EHCPs) and the Plan-Do-Assess- Review Cycle

At Grasmere Nursery School, we are committed to identifying and supporting children with significant or complex needs as early as possible. For some children, an Education, Health and Care Plan (EHCP) may be needed to ensure access to specialist provision and support.

We follow the **Plan-Do-Assess-Review** cycle in line with the SEND Code of practice to support children both with and without EHCPs:

### Plan

Working closely with Parents and professionals, we create an individual support plan that outlines the child's needs, strengths, outcomes and strategies. This may include advice from external agencies such as SENS, Speech and language therapists or educational psychologists.

### Do

The planned support is implemented through tailored teaching, targeted interventions and adaptations to the learning environment. Staff ensure strategies are embedded into daily routines and that all practitioners are aware of how to support the child effectively.

### Assess

The child's progress is continually monitored through observations, developmental tracking (e.g., EYFS and Developmental Profiles), and feedback from staff and parents. Outcomes are reviewed in relation to the support put in place.

### Review

We meet with Parents regularly to review the child's progress and make the necessary adjustments to the support. If progress is limited, we will work together to consider the next steps, which may include initiating the EHCP needs assessment.

If a child already has an EHCP, we work closely with the Local Authority and other professionals to ensure the provision detailed in the plan is delivered and reviewed. In the Early Years, **EHCPs are formally reviewed every six months**, and Grasmere plays an active role in coordinating and contributing to these reviews to ensure the continuity and progress.

## **What other services can be provided to support to children with SEND?**

Grasmere Nursery School works closely with many outside agencies these include:

- Special Educational Needs Service (SENS) to offer advice on how to best support and improve outcomes for children who need specialised education.
- Speech and Language Therapists – targeted language programmes to use at home and school.
- Educational Psychologist to observe children, compile reports that provide advice and support for school and parents.
- Assessment and Monitoring Officer in compiling Educational Health and Care Plans.
- Social Workers in supporting child at home, in the family setting. For some children this is 'Team around the Child', 'Children in Need' or 'Full Child Protection' orders.
- Occupational Health.
- Health Visitors supporting families in putting strategies in place at home.
- Dietician – working on food programmes with home and school.
- Child and Adolescent Mental Health Services (CAMHS)
- Luton Parent Carer Voice.

We work closely with services, which can offer support for the children and families who attend Grasmere Nursery School. Links to other professionals and agencies can be accessed through [Luton Borough Council's Local Offer](#)

Any enquiry about the provision made for children with SEND please contact the SENCo [senco@grsmere.nurseryluton.com](mailto:senco@grsmere.nurseryluton.com)