



**MARGARET
MCMILLAN
NURSERY SCHOOL**

Margaret McMillan Nursery School
and Children's Centre
Special Educational Needs and
Disabilities (SEND)

**Information Report September
2025-2026**

Schools Information Report

Margaret McMillan Nursery School and Children's Centre, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupils' special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report have been developed through:

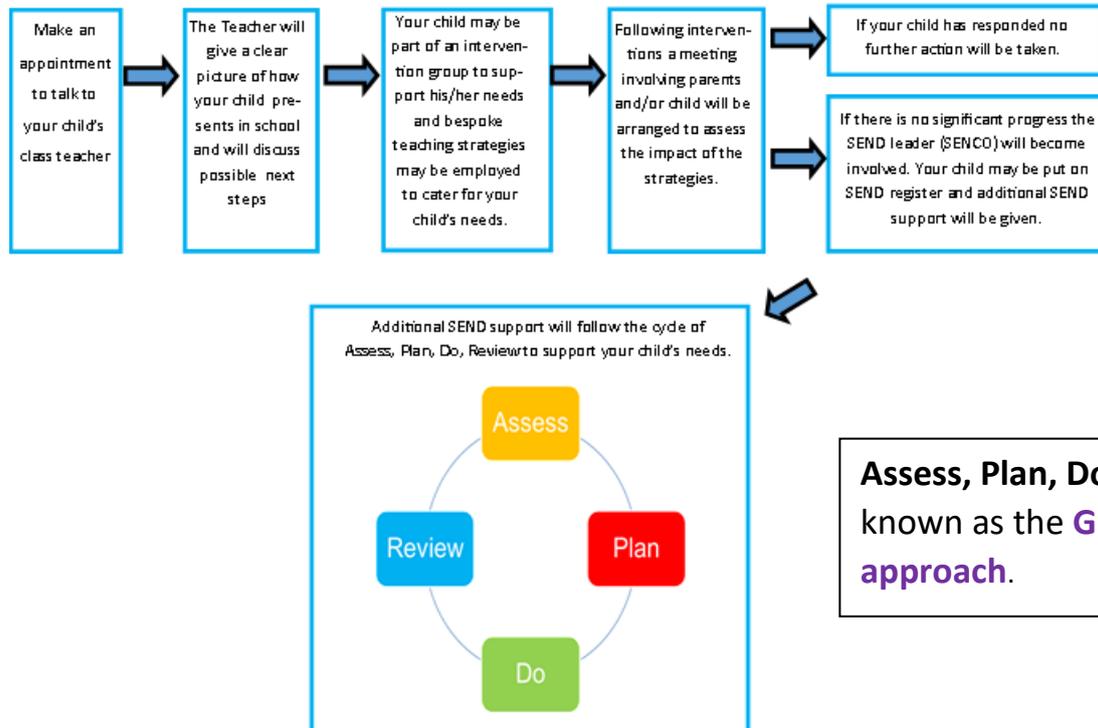
- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff at Margaret McMillan Nursery School

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2026.

If you need any more information please see our SEND Policy or contact our SENCO (Bonnie Mendoza) on: 0207 281 2745.

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



For more information on how Assess, Plan, Do, Review works watch this short video: <https://www.youtube.com/watch?v=1sJveEuMHc&feature=youtu.be>

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEND) does the school cater for?

Margaret McMillan Nursery School is a maintained nursery school and Children's Centre and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Asperger's Syndrome.
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder.
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy. The building is fully accessible to pupils with mobility difficulties.
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities (SEND)?

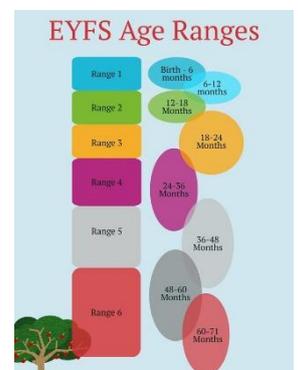
All of our teachers and staff work with children with SEND and we are fully inclusive in our approach. All of our staff recognise the importance of identifying SEND early and adapting effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school, once they have had time to settle. This builds on the information from the child's previous early years setting (where appropriate) and/ or information gained from the home visit. This initial informal assessment provides us with information we need to monitor the children's progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified, we will work closely with the family and our professional partners to make sure we know as much as possible about the child before they start at the school. The home visit is a vital part of this process and the SENCO will always visit.

Staff regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

We use the **Birth to Five Matters** document to assess which range the child is according to the different areas of development. <https://birthto5matters.org.uk/>



Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place.

1. Quality First Teaching:

- High quality
- Differentiated
- Inclusive

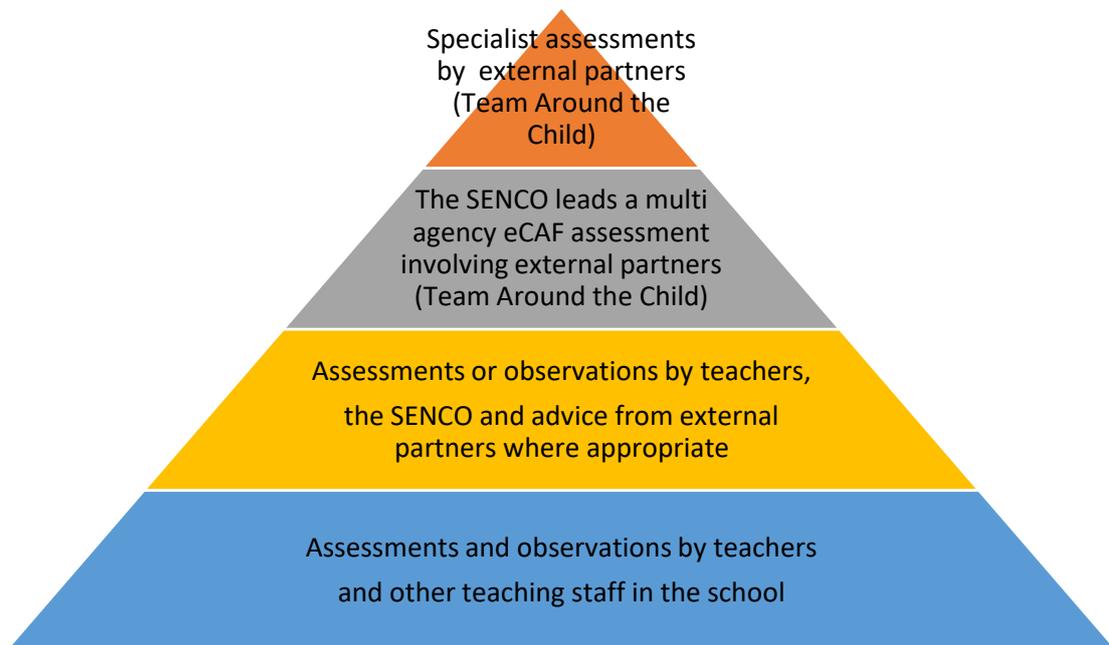
Making high quality teaching normally available to all children is likely to mean that fewer children will require additional support. This is known as **Universal Provision**.

If their progress continues to seem to be delayed, the teacher/ staff will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child does not make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps it is because they have a special educational need.

2. The Graduated Approach:

- **Assess** – Key Person & SENCO, with parents. Using observations, progress checks, developmental milestones and meetings to identify strengths and barriers to learning.
- **Plan** – agree on specific outcomes, intervention strategies and a review date. Parents are involved in this process.
- **Do** – Key Person implements the plan, with SENCO support, delivering specific interventions and tailored strategies.
- **Review** – evaluate the impact of the support (usually every 6-8 weeks) and the child's progress. If progress is limited the cycle begins again with more specialised, individualised or professional advice.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support the school takes into account:

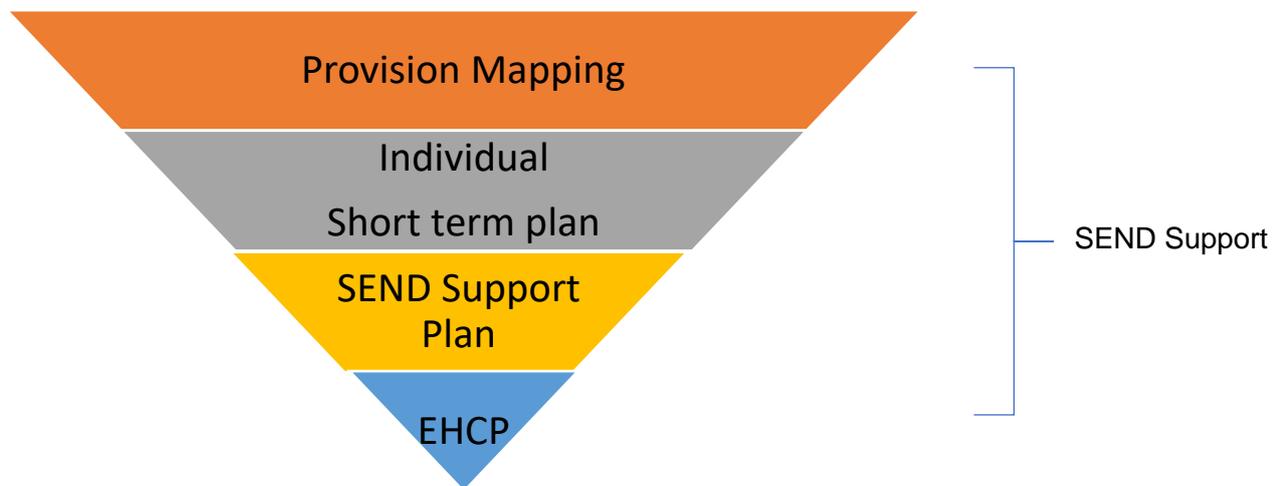
- the child's previous progress and attainment
- the Key Person's assessment and observation of the child
- the child's development in comparison to their peers and **Birth to Five Matters** Guidance
- the views and experience of parents
- the child's own views where appropriate
- advice from external support services and professionals, where appropriate

3. What are the school's policies for making provision for children with special educational needs and disabilities (SEND), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of Ordinary Available Provision (OAP) which would include: high quality teaching, reasonable adjustments and targeted interventions. This may include teachers/ staff adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a child is identified (through the assessment process above) as having special educational needs, their Key Person and SENCO will consider everything we know about the child to determine the support that they need and whether it can be provided by adapting the school's core offer (OAP) or whether something different or additional is required.

Where provision for SEND is needed, we work with children and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. This is known as a Short Term Plan (STP). The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum.

Individual Short Term Plan: This plan contains an action plan listing the goals and provision to meet the SEND. It includes ways both school and parents can support a child’s progress for each target. This is reviewed termly by the SENCO in collaboration with the child’s Key Person.

SEND Support Plan: A 1 page profile and a detailed action plan listing the goals and provision to meet the child’s SEND. This plan may mean other agencies, e.g. speech and language therapists, occupational therapists and/ or physiotherapists are working with the child.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council’s Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs the child has
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet the child’s needs.

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the child for the next year, and the strategies that everyone supporting the child will put in place.

At Margaret McMillan Nursery, if we believe a child will need an EHCP for when they start Primary school, we will apply in advance of the September they are due to start, to enable this to happen. This process will involve an Educational Psychologist’s observation and report, meetings with parents and any other professionals involved in the child’s development. It will also include any medical reports that the child may have had up until this point.

4. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers and Key Persons are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social care are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers and other Key Persons work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCO reports regularly to Governors on the quality of SEND provision and the progress being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

5. What are the school's arrangements for assessing and reviewing the progress of children with SEND?

- Every pupil has their progress reviewed regularly and this information will be shared with parents at termly feedback meetings (3-5 year olds).
- Staff report to parents on their child's progress and write a leaver's report on transition to Reception class in the Summer term before the child starts primary School.
- For children under 3 staff write a 2 years old report and where appropriate, take part in the two year integrated review with the Health Visiting team.
- Children under 3 also have regular feedback meetings with parents.
- Children under 3 years old will also have a 6 week review from when they first start at nursery to talk with parents and carers about how they have settled and to raise any concerns if there are any.
- All children will have a home visit before they join us at nursery. This involves the SENCO visiting with another staff member (usually the child's key person). This is an opportunity for staff to meet the child at a place where they feel comfortable and confident and that's familiar to them. Staff will play and chat with the child and ask parents some questions to get to know the child better, check any medical issues and discuss any concerns about the child that the parents may have.
- Where a pupil is receiving specific SEND support, we provide feedback to parents more regularly. We also contact parents by phone, email or face to face, where we have specific feedback or need to discuss specific achievements, concerns or observations.
- Short Term Plan Reviews are usually led by the SENCO, alongside the child's Key Person and with parents. In some cases the child may have been referred to the Area SENCO as part of a Triage process. If the Area SENCO accepts the child on to their caseload, they too will meet for some of the STP review meetings.
- STP Reviews involve the family and other professionals and the child where this is appropriate. These reviews are used to:
 - discuss what is working well and not working well
 - find out if the SEND provision has been delivered as planned
 - review the pupil's progress towards their goals and longer term outcomes
 - discuss and agree clear outcomes for the future
 - discuss and agree the support needed

- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent/ carer, the pupil, the school, the local authority and other partners.
- A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

6. What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers and staff plan the environment carefully and think about the wide range of different needs in their setting. They will use the information from observations, assessments and progress reviews to set targets which are deliberately ambitious to encourage children to aim high, whilst ensuring these targets are achievable. Teachers and staff work with the SENCO to plan the curriculum with SEND in mind, creating a fully inclusive provision with targeted support where appropriate.

All children will be able to access the Early Years Foundation Stage Framework at their own level of development.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them from becoming independent learners. Some children will require an adult with them for close supervision at all times. If this is the case, the staff member working with that child will do so on a rota basis, ensuring children have the opportunity to work with a range of staff during their time at nursery, all of which have varied and diverse experiences.

The SENCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need. Training for specific strategies and needs of children is continually monitored, updated and offered to staff. We use termly Inset days and development sessions to train staff in areas which matches the children's needs.

7. How does the school adapt the curriculum and learning environment for children with SEND?

We are committed to meeting the needs of all pupils including those with SEND (SEND Code of Practice 2015). We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We are fully inclusive in our approach to children with SEND.

We work closely with families and partners to explore what disabled children might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and ensure we have access to additional resources and support. We also work alongside professionals who may be able to supply specialist equipment for a child, where appropriate,

Teachers and staff will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- consider the layout of the classroom
- organise specialist equipment
- access specialist training, e.g. tube feeding, Type 1 diabetes
- organise Health and Safety advice, e.g. for oxygen storage

In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

8. What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels (also called waves).

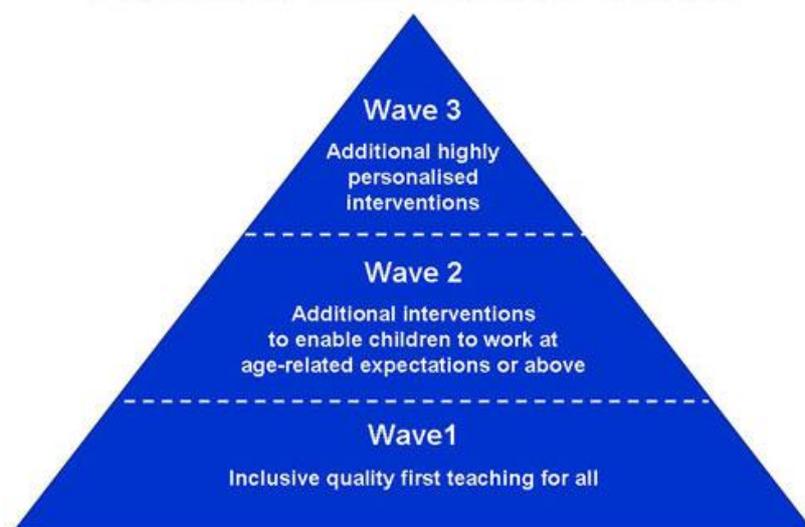
Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs, e.g. Crocodile language enrichment groups.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions such as Sensory Circuits, Attention Autism, Sensory 1:1 time.

We are able to support the administration of medication if it is recommended by health professionals and if provided with a letter by the doctor with clear instructions on when and how to give the medicine.

Waves of Intervention Model



9. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have developed a **Positive Behaviour Policy** that sets out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

We have embedded **Trauma Informed Practice (ITIPS)** into our ethos and everything we do to support all children, from the language we use, the interactions we have, to the resources we use and the books that we read. We ensure that our enabling environment reflects this trauma informed practice. All staff have and are receiving training in ITIPS and we have a staff Working Group where we meet regularly with the SENCO and a Clinical Psychologist from CAMHS, to continue to improve the way we support children with their social and emotional development.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the child's teacher/ Key Person - to help them manage the child's behaviour within the setting, taking into account the needs of all the children.
- small group sessions - to promote positive behaviour, social development and self-esteem.
- individual action plans - for example to support children during transition periods.
- additional support for the child – to help them cope better within the classroom
- therapeutic work with the child, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

10. Who is the SEND Co-ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEND. They work closely with the head teacher and governing body as well as all teachers and other Key Person.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs and disabilities
- liaising with and advising fellow teachers and Key Persons
- overcoming barriers to learning and sustaining effective teaching
- managing support staff
- overseeing the records of all children with SEND
- liaising with parents and carers of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies

Our Special Educational Needs Co-Ordinator is **Bonnie Mendoza** (SENCO)

Phone: 0207 281 2745

Email: bmendoza@margaretmcmillan.islington.sch.uk

Please contact her via if you have any questions pertaining to SEND.

11. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for children with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

It is the SENCO's responsibility for ensuring staff have the appropriate training and expertise to meet the needs of children with SEND. They will closely monitor the training and development needs of our staff through termly Performance Management Meetings with staff.

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Learning more about a child's specific condition
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

12. What equipment and facilities are available to support pupils with SEND?

Margaret McMillan Nursery School and Children's centre is a complex site with three main entrances accessing different areas of the building. The main office has flat access at pavement level and has a mini-com loop. The Saplings (2-3 yrs) & Seedlings (0-2 yrs) daycare entrance has flat access from pavement level via the adjacent health centre car park gate. The Sycamore classes (3-5 yr olds) access is flat to the point of entry to the building and has either one or two steps into the building depending on which door is used. Flat access can be gained with prior notice via the car park. Access to the garden spaces for Sycamore class, Saplings and Seedlings are flat. The site has a lift between the top upper and lower levels. All school areas have acoustic ceilings and flooring where appropriate. There are two disabled access bathrooms with baby changing facilities; one located at the main reception and one at Sycamore class entrance.

We choose our equipment carefully to ensure the vast majority of children can access it safely. Where required we will purchase specialist equipment for individual children, e.g. standing frames or chairs. We have a range of chairs for children when they sit at a table depending on their needs, such as bucket chairs, high chairs and chairs of varying heights.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Standing Frames
- Move and sit cushion
- Cause and effect toys
- Specialist chairs
- Walkers
- Hoist
- Changing beds

13. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the SENCO, teachers and Key Persons
- setting and reviewing targets
- parents' events and workshops
- discussions with the SENCO and external professionals
- commenting and contributing to assessment, planning and STP reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and staff to discuss progress and support including ideas for home.
- Family Learning courses, workshops and Bright start Children's Centre activities
- Access to speech therapy advice, family support and CAMHS via the Bright start Children's Centre and where relevant.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents/ carers and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

14. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard, in ways that they can access. Their involvement will be tailored to each child and take into account their age and preferred methods of communication.

15. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents/ carers and we believe the best way to do this is to listen to parents' views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us or ask us, please contact the class teachers, Key Persons or SENCO, at a convenient time.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher/ Key Persons
- the SENCO
- The head teacher – using the main school number
- The governing body (a letter can be submitted through school office)

If you need support to raise a concern or make a complaint you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930.

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEND can be found in the Local Offer. **See question 18 below.**

16. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers
- therapists (eg. speech & language therapists, occupational/ physiotherapists)
- Social workers and Health Visitors
- The Early Help Team

We always involve parents and carers in any decision to involve specialists to gain consent first.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes, tube feeding,
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

17. What are the school’s arrangements for supporting pupils with SEND when they join the school, and supporting them to move to primary school?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed, with all relevant staff, professionals and parents well informed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan is implemented as required: usually a visit from receiving school and photos of new setting (Social Story books) • We will take your child to visit their new school for a stay and play session • You may be offered stay and play sessions at your child’s new school • We will hold a parent workshop to support with the application of school admissions
When moving within school, e.g. Seedlings to Saplings or Saplings to Sycamore class	<ul style="list-style-type: none"> • Transition meetings are held within school with the new key person/class teacher & SENCO • Work with child to prepare for the transition including several accompanied visits to the next setting. • Transition books are used to support transitions (social stories) made uniquely for each child, where needed. • Staff will spend time with their new children in their rooms to get to know them before they move up. • Meetings with outside specialists (where appropriate), e.g. physio, OT to assess any additional adaptations or needs, to discuss making reasonable adjustments as required.

18. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Other helpful local services

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

SENDIAS Islington SEND Community Support Service –020 3031 6651 or 020 3031 6652

Free, legally based, impartial, confidential, and accessible information, advice and support on all matters relating to special educational needs and disabilities (SEND)

islingtontsend@family-action.org.uk

www.family-action.org.uk/what-we-do/children-families/sendias/islingtontsend/

The Parent Carer Support Service, based at Centre 404 - 020 3316 1930

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Website: <http://www.centre404.org.uk/>

Other helpful resources:

Special Needs jungle- a parent-led information, resources and informed opinion about Children and young people with SEND, Health conditions and rare diseases.

www.specialneedsjungle.com

I CAN- Talking Point gives parents/carers and practitioners the information they need to help **children** develop their speech, language and communication skills.

<https://www.icancharity.org.uk/>

Nasen- an online organisation that promotes the development of children and young people with SEN and supports those who work with them.

<https://nasen.org.uk/>

National Children’s Bureau – prompting parenting behaviours to support good early child development

<https://www.ncb.org.uk/ABetterStart/big-little-moments>

The **National Autistic Society** – helping autistic people in the UK and their families.

<http://www.autism.org.uk/>

SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

RNID Supporting people who are deaf or have hearing loss.

<https://www.actiononhearingloss.org.uk/>

Disability charity **SCOPE** - for parents or carers of disabled children

<https://www.scope.org.uk/>

SCOPE parents connect - The aim of the service is to: reduce isolation; build a support network with other parents; provide useful information (how to approach professionals, what local/national support is available for you/your child

<https://www.scope.org.uk/family-services/parents-connect-leeds/>

ERIC charity supporting children and families with toileting advice

<https://eric.org.uk/>

Downs Syndrome Association – supporting children, young people and families living with downs syndrome

www.downs-syndrome.org.uk

RNIB - information for parents of children with vision impairment

www.rnib.org.uk

Current Information

The following table shows the number of pupils with SEND in the school in **JANUARY 2026** and the type of tools we use to plan SEND provision:

SEND Planning Tool	Number of pupils
Short Term Plan	14 pupils
SEND Support Plan	21 pupils
Education Health and Care Plans in process (EHCP)	6
PELSEND	0
Sycamore SEND register	6 pupils
Saplings SEND register	16 children
Seedlings SEND register	11 children
Total SEND register	0 children
	27 children – 35%

The following tables show the training and expertise of the school staff.

Details of training / expertise	% of school staff trained
Introduction to SEND	100%
First Aid	85%
How to support pupils on the autistic spectrum	95%
How to support pupils with emotional needs	95%
Makaton Training	All teachers, key workers and 80% others
Every Child a Talker	All staff
Crocodile language enrichment groups	SENCO, 2 class teachers , HLTA, 2 new, 2 NESW, 2 SNEWS
Special time, communication and language interventions	All staff
Jabadao Movement training	HLTA, 2 SNEWS, 3 key workers,
CAMHS reflective practice	All full time class staff, key workers, SENCO
SLT communication and language training	All staff
Epipen training	All staff
OT and Physio programmes as required	As required
Solihull Approach Training	90%
Child Protection and Safeguarding	100% staff
Hoist and Manual Handling Training	As required
Autism Skills Training with Social Communication Team	SENCO and most staff
ITIPS Trauma Informed approach	All staff
Positive Handling	95% staff

Date reviewed	March 2026
Date of next review	September 2026
Ratified by Governing Body	November 2025

Appendices

An example of a short term plan

Short Term Plans should follow the graduated approach (APDR)		Assess	Plan	DO	Review
Focus on the 3 Prime Areas <i>(Minimum 3 targets should be identified)</i>		What can I (child) do now?	What am I expected to do <i>in eight weeks' time</i>	How can you (adult) help me <i>achieve this?</i>	How did I do?
Using the Birth to 5 Matters identify areas of focus from the 3 prime listed below. If you have more than 1 target in this area then use the 2nd target row		Assessment / strengths / difficulties	Target/ Goals	Actions / strategy and resources	Review of target / goals
1 st Target	Personal, Social and Emotional Development				
2 nd Target	Communication and Language development				
3 rd Target	Physical Development				

An example of the 2-year old progress review

photo of child goes here

Development Matters 2-Year Progress Check



Setting name:	Parent(s)/Carer(s) Names:	Key Person:	Date of progress check:	Date of meeting:
Child's name:	D.O.B:	Child's current age:	Enrolment date:	Child's home language:

Has the <u>2 year</u> health review been completed by the Health Visiting Team? Y/N	Is the child registered with a dental practice? Y/N	Is your child registered with a GP? Y/N
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All About Me

This should reflect the child's uniqueness, their personality and their Characteristics of effective teaching & learning.

What do I enjoy, like doing and what am I interested in?

Playing & exploring: *engagement*

Active learning: *motivation*

Creative & critical thinking: *thinking*

My Progress and Strengths

Where I am now and what I like to do.

Personal, Social & Emotional Development

Next steps/ strategies to support learning and development at Nursery:

An example of the 2-year old progress review

Communication & Language

Next steps/ strategies to support learning and development at Nursery:

Physical development

Next steps/ strategies to support learning and development at Nursery:

Do you have any concerns about your child's:

walking	talking	hearing	sight	Social interactions	Well-being
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Would you like support with your child's:

Eating & nutrition	toileting	communication	Emotional regulation	Sleeping
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Are you receiving any support from other professionals regarding your child's development eg, *speech & language therapist, paediatrics, physiotherapist etc.*

What parents can do to support learning and development at home:

Parent(s)/ Carer (s) comments

Key person's signature:

Parent / carers signature:

Head teacher /deputy signature:

What's important to me...

-

Characteristics of Effective Learning...

-

Picture of child

What people like and admire about me...

-

I communicate by...

-

Likes and dislikes...

How best to support me...

-