



ROTHESAY NURSERY SCHOOL

Special Educational Needs Information Report

September 2026

Introduction

At Rothesay Nursery School, we are committed to providing a high-quality education for all children, including those who require additional support to access learning and achieve their full potential.

This report outlines how we support children with Special Educational Needs and Disabilities (SEND). If you have any questions, please speak to a member of the Special Educational Needs and Disabilities (SEND) Team. This report is reviewed annually or whenever there is a significant change in information.

Our SEND Team consists of:

- Elizabeth Leer, Deputy Head Teacher and Special Educational Needs Coordinator (SENCO)
- Clare Greatbatch, SEND Early Years Educator
- Krystal Gillas, SEND Early Years Worker

You can contact us on **01582 726966** or email **send@rothesay.nurseryluton.com**.

Further information can be found in our Special Educational Needs and Disabilities Policy and the school's Accessibility Plan.

What Special Educational Needs are catered for at Rothesay Nursery School?

Rothesay Nursery School is an inclusive school that offers a range of additional resources/interventions to support children who have special educational needs and disabilities. Rothesay Nursery School is a 'resourced' nursery funded by Luton Borough Council. This enables the school to offer a range of specialist resources for children attending the school. We support children who have a variety of needs. These could include:

- 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?

You can call Rothesay Nursery School on 01582 726966 or email send@rothesay.nurseryluton.com

If your child already attends Rothesay Nursery School, your first point of contact may be:

- Your child's Key Worker
- The Class Teacher
- A member of the SEND Team
- The Deputy Head Teacher/SENCO
- The Family Worker
- The Head Teacher

Parents and carers can speak to their child's Key Worker and our Family Worker at the beginning and end of each session. The Class Teacher and SENCO are usually available daily, and appointments can be made with the Head Teacher as required.

If we have any concerns about a child, we will discuss this with the parent carer in the first instance. If there continues to be concerns, then the SEND team will be notified, and they will discuss how the child can be best supported. All further actions or referrals will be in full consultation with parents/carers. This can include requests for:

- Speech and Language Therapy (supporting families to make the requests)
- Magic Words Speech and Language Therapy
- Autism Spectrum Condition assessments
- Referral to the Luton Authority SENS team
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Resourced Nursery Place
- Education, Health and Care plan
- Community Nurse
- Luton Primary SEMH Service

How do we identify pupils with SEND and assess their needs

Children who are identified as having additional educational needs before they start are welcomed at Rothesay Nursery School. We discuss their needs with parents and carers and request information from any professionals who have previously worked with the child.

All children are assessed against their developmental milestones within their first two weeks at the nursery. This initial assessment may highlight areas of concern, which will be discussed with parents and carers. An appropriate support plan will then be developed and implemented in partnership with the family.

Children who access our Two-Year-Old Provision will receive a Two-Year Progress Check. This assessment is completed by the staff and room lead who work closely with the child. Any areas of concern identified through this process will be discussed with parents and carers.

We aim to identify and provide any additional support needed as quickly as possible to ensure children can make their best possible progress.

Admission Arrangements for Children with Additional Educational Needs or Disabilities

Rothesay Nursery School is a Resource Nursery School and we reserve at least 24 spaces for children with Special Educational Needs and Disabilities (SEND), who may or may not live in our immediate catchment area and therefore for whom the usual admissions criteria do not apply. These places are funded by Luton Local Authority.

For children with SEND, the provision of 30-hour spaces will be dependent upon the ability of the nursery to meet their needs effectively. When families request that their child stays for hours in addition to their funded entitlement, this will be assessed on a case-by-case basis depending on the capacity in the child's classroom. Unfortunately, we are unable to accommodate admissions for SEND children when we have reached capacity, and this can be clarified as part of the pre-admissions process.

Supporting Children and Working in Partnership with Parents

If a child is identified as requiring additional support, this support is tailored to meet their individual needs and circumstances. Parents and carers are consulted at every stage of the process, and all documentation is shared with them. Where an individual plan is required, parents and carers are encouraged to contribute to the planning process and help set targets for their child.

The SEND team provides informal meetings for parents and carers, offering opportunities to ask questions, discuss concerns, and access further advice and support.

We will support parents and carers by attending meetings relating to their child whenever possible, and we can also accompany them on visits to prospective schools to help them make informed decisions about their child's future education.

Where a child requires additional support to meet their needs, an application for a resourced place will be made to establish the support provided with Luton Local Authority. If it is anticipated that the child will require ongoing support in their next educational setting, an Education, Health and Care Plan (EHCP) or other support may be requested. We will work closely with parents and carers throughout the process and discuss each stage with them to ensure they are fully informed and involved in decision-making about their child.

Arrangements for supporting pupils moving between phases of education

At Rothesay 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 aim to arrange a home visit with all children so a key worker and member of our team can meet parents/carers and the children. All are welcome to visit us and have a tour of our school. We work closely with parents/carers to help settle children at school.

When it is time to move on to the next school we can help. We help with school applications and encourage school visits. We work with the child's next school to ensure a smooth transition. Staff from other schools are welcome to visit us to meet the children who are going to their school. Often children are invited to their new schools for a visit. Our Family Worker or a member of the SEND team can accompany you on visits to specialised schools.

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 and adapted appropriately. We have staff who have expertise in teaching children with additional needs. All staff undergo continuous professional development, to ensure that we can build on best practice. We offer:

- A SENCO who holds the National Award for SEN Coordination.
- Early Years Holistic SEN Assessments for children requiring differentiated provision.
- An adapted curriculum.
- Individual plans with targets shared with parents and carers.
- Dragonfly Class, which offers a higher staff-to-child ratio.
- Attention and language groups tailored to children's individual needs.
- Visual timetables, Now and Next boards, and visual symbols.

- Sign-supported communication.
- Picture Exchange Communication Systems (PECS), object exchange systems, and objects of reference where appropriate.
- Choice boards, activity boards and communication books.
- Bespoke resources, such as fascination boxes based on children's interests and family photo books.
- Structured start-and-finish tasks.
- Intensive Interaction.
- Identiplay, a play-based intervention programme.
- Sensory play experiences including bubbles, shaving foam, food exploration, paint, water and sand.
- Sensory-based therapies and activities.
- Resources to support sensory regulation, including peanut balls, trampolines and spinning chairs.
- Magic Words Speech and Language Therapy.
- Sensory rooms.
- Ramped access throughout accessible areas of the school.
- A music room.
- A soft play room.
- A SEND bathroom and shower.
- A clean room.
- A library with a range of accessible reading materials, including board books and sensory books.

We take proactive steps to ensure that pupils with disabilities are not treated less favourably than their peers. We are committed to providing all children with meaningful access to our curriculum and adapt learning experiences to meet individual needs while ensuring their safety, wellbeing and participation. Reasonable adjustments are made to activities, resources, environments and teaching approaches so that children can engage in learning in the way that is most appropriate for them. This includes ensuring that children with disabilities are included in visits, enrichment activities and special events. We carefully plan, adapt and evaluate each experience to identify and remove barriers to participation, enabling all children to take part and achieve success.

Evaluating the effectiveness of provision made for children with SEND

Children who require additional support are provided with an Individual Plan containing personalised targets. These targets are worked on and reviewed daily, and graded if they are 'met, emerging or unsuccessful'. Targets are shared with parents, reviewed every week and changed at least half termly.

Progress is tracked using Birth to Five matters and alongside a Holistic Assessment. Provision and outcomes are discussed regularly through SEND review meetings.

Social and Emotional Support

At Rothesay Nursery School, we support children using the principles of **Therapeutic Thinking**, which underpin our behaviour policy and approach to supporting positive behaviour.

We have also embedded the **Thrive Approach** throughout our school to support children's social and emotional development. Thrive is a whole-school approach that benefits all children by helping them develop confidence, emotional resilience, and positive relationships.

While this approach is available to all pupils, support is adapted to meet individual needs. Some children may be supported through signing, visual aids, and other communication strategies to help them understand routines, expectations, and interactions.

We encourage all children to treat one another with kindness, respect, and consideration. Through our daily practice, we promote positive relationships and help children develop the social skills needed to interact successfully with others. We do not tolerate bullying and work proactively to create a safe, inclusive, and nurturing environment where every child feels valued and supported.

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

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

- Special Educational Needs Service (SENS) who offer advice on how to best support and improve outcomes for children who need specialised education.
- Speech and Language Therapists who can provide targeted language programmes to use at home and school.
- Magic Words
- School Nurse, to offer advice for care plans and other health related needs.
- Educational Psychologist to observe children, compile reports that provide advice and support for school and parents.
- Assessment and Monitoring Officers who support the development of Education, Health and Care Plans (EHCPs).
- Social Workers who support children and their families. This may be The Disabilities Team 'Team around the Child', 'Children in Need' or 'Full Child Protection' orders.
- Occupational Therapy
- Physiotherapist
- Health Visitors supporting families in putting strategies in place at home.
- Dietitian – working on food programmes with home and school.
- Child and Adolescent Mental Health Services (CAMHS)

We work closely with services that can provide specialist support for the children and families who attend Rothesay Nursery School. Information about these services can