



Moorlands Primary School ~ Nursery Class

Moorlands Primary School and Nursery Class has published their Local Offer providing information on Special Educational Needs & Disabilities (SEND)

Who to contact

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Website	Moorlands Primary School (https://www.moorlandsps.org.uk/index.asp)
Scan to visit this website	

Where to go

Address	Moorlands Primary School Church End Lane Tilehurst Reading Berkshire
Postcode	RG30 4UN

Childcare Information

Funded Places

Has 3 & 4 year old funding	Yes
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30 Hours Extended Entitlements

Additional 15 hours of *Funded* childcare offered	Yes
Intending to provide 30 Hours?	Yes
Registered to provide 30 Hours?	Yes

Opening Times & Facilities

Opening Times

Day	Opening Time	Closing Time
Monday	08:40	11:40
Monday	12:20	15:20
Tuesday	08:40	11:40
Tuesday	12:20	15:20
Wednesday	08:40	11:40
Wednesday	12:20	15:20
Thursday	08:40	11:40
Thursday	12:20	15:20
Friday	08:40	11:40
Friday	12:20	15:20

Ofsted Information

Ofsted Report: [See the Latest Ofsted Inspection Report \(http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109799\)](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109799)



Local Offer

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Links	Moorlands Primary School Website (https://www.moorlandsps.org.uk/index.asp) SEND Policies (https://www.moorlandsps.org.uk/Our-School/Policies/) Accessibility Plan (https://www.moorlandsps.org.uk/Our-School/SEN/)
Local Offer Age Bands	Early Years
SEN Provision Type	Universal
Local Offer Updated	17/07/2026

Schools Extended Local Offer Response

Description

School Name: Moorlands Primary School

Address: Church End Lane, Tilehurst, Reading, RG30 4UN

Telephone: 0118 9015505

Email: admin@moorlands.reading.sch.uk (<mailto:admin@moorlands.reading.sch.uk>)

Website: <https://www.moorlandsps.org.uk/index.asp> (<https://www.moorlandsps.org.uk/index.asp>)

Ofsted link: <https://reports.ofsted.gov.uk/provider/21/109799> (<https://reports.ofsted.gov.uk/provider/21/109799>)

Head teacher: Mrs Vanessa Bennett

SENCo:

Name: Mrs Meena Davies

Contact: admin@moorlands.reading.sch.uk (<mailto:admin@moorlands.reading.sch.uk>)

Date of latest Accessibility Plan: March 2021

Date completed: March 2021

By whom:

Name: Mrs. Vanessa Bennett

Moorlands Primary School is an inclusive mainstream primary school committed to providing a safe, nurturing and ambitious learning environment where every child is valued and supported to achieve their full potential.

We believe that every child has unique strengths, talents and individual needs. Our approach is built on high expectations, **Quality First Teaching** and **adaptive teaching**, ensuring that all pupils can access a broad and balanced curriculum that is responsive to their individual needs.

We work closely with pupils, parents/carers, staff and external professionals to identify and support children with Special Educational Needs and Disabilities (SEND). Through a graduated approach, we provide personalised support, targeted interventions and specialist provision where required.

1: The kinds of special educational needs for which provision is made at the school

1.1: Do you have children with SEND in your school?

We support children with a wide range of SEND, including communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and sensory and physical needs. We work closely with families and other professionals to provide tailored support for each child's individual strengths and needs.

1.2: What kinds of SEND do those children have?

The four broad areas of need, as defined in the SEND Code of Practice, are:

1. Communication and Interaction

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

2. Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, or dyspraxia

3. Social, Emotional and Mental Health (SEMH)

- ADHD
- Anxiety
- Attachment difficulties
- Emotional regulation difficulties
- Behaviour arising from underlying SEMH needs

4. Sensory and/or Physical Needs

- Hearing impairment
- Vision impairment
- Physical disabilities
- Medical conditions that impact learning and access

2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND

2.1: How do you know if a pupil has SEN?

At Moorlands Primary School, children’s needs are identified through careful observation, assessment and working closely with families. In nursery, staff monitor children’s development through everyday interactions, play observations and the EYFS framework.

A child may be identified as needing additional support through:

- Information shared by parents/carers during admission and ongoing discussions.
- Information from previous settings or professionals.
- Observations of children’s communication, interaction, play, learning, behaviour, physical development and independence.
- Ongoing assessment against developmental milestones.
- Concerns raised by staff, parents or carers.
- Advice from external professionals.

Where a child is identified as having additional needs, the Nursery team and SENDCo will work with families to understand the child’s strengths and needs and plan appropriate support.

2.2: How will I know if my child is receiving SEN support?

If your child requires additional support, we will talk with you and involve you in understanding your child’s needs and the support being provided.

You will know your child is receiving SEN support because:

- We will discuss your child’s development and any concerns with you.
- Your child may have an individual support plan or personalised targets.
- Staff will share strategies that are helping your child.
- You will be invited to contribute to reviews of your child’s progress.
- The SENDCo will work with you to discuss provision and next steps.
- Your views and knowledge of your child will help shape support.

We believe that open communication and strong partnerships with families are essential to ensuring every child receives the support they need to achieve their full potential.

3: Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans

3.1: Where can I find information about the school SEN Policy?

Moorlands follow inclusive practices to ensure all those with SEND can access the curriculum and all school activities. SEND Policy and Local Offer are both available to view on the school website.

<https://www.moorlandsps.org.uk/Our-School/SEN/>

3a: How the school evaluates the effectiveness of its provision for such schools

3a.1: How do you make sure that the SEN provision is helping pupils make better progress?

At **Moorlands Primary School Nursery**, we regularly monitor and evaluate the support provided for children with Special Educational Needs and Disabilities (SEND) to ensure it is making a positive difference to their learning, development and well-being.

We follow the **Assess, Plan, Do, Review (APDR)** cycle, which helps us identify each child's needs, plan appropriate support, deliver targeted provision and review its impact. This graduated approach ensures that support is responsive and adapted as children develop.

We evaluate the effectiveness of our SEND provision by:

- Monitoring children's progress through ongoing observations and assessment within the **Early Years Foundation Stage (EYFS)** curriculum.
- Tracking progress across all areas of learning and development, particularly communication and language, personal, social and emotional development, physical development and early literacy and mathematics.
- Reviewing individual targets and personalised support plans regularly to ensure children are making progress towards agreed outcomes.
- Holding termly review meetings with parents/carers to discuss progress, celebrate achievements and agree next steps.
- Listening to the views of children, where appropriate, through observation, play and age-appropriate pupil voice activities.
- Working closely with the **SENDCo**, nursery staff and external professionals to review the effectiveness of strategies and interventions.
- Monitoring the impact of any targeted interventions or specialist support and adapting provision where necessary.

- Ensuring staff receive ongoing training and professional development so they can meet the changing needs of children with SEND.
- Reviewing the effectiveness of the nursery environment, resources and adaptive teaching strategies to ensure all children can access learning and play successfully.

Progress in the Early Years is not measured solely through academic achievement. We also consider improvements in:

- Communication and language skills.
- Social interaction and relationships.
- Emotional regulation and well-being.
- Independence and self-care.
- Confidence and engagement in learning and play.
- Physical development and participation in nursery activities.

By working in partnership with parents, carers and external professionals, we ensure that every child receives the right support at the right time. If a child is not making the expected progress, we review their provision promptly and make any necessary changes to help them achieve the best possible outcomes.

3a.2: How do you check other outcomes for children with SEND, such as independence and well-being?

we recognise that progress for children with Special Educational Needs and Disabilities (SEND) is about much more than academic achievement. In the Early Years, we place equal importance on children's emotional well-being, communication, confidence, relationships and independence, as these are the foundations for future learning and development.

We monitor these wider outcomes through ongoing observation, assessment and close partnership with parents and carers.

We assess and review children's development by looking at how they are progressing in areas such as:

- Developing confidence to explore, play and try new experiences.
- Building positive relationships with adults and other children.
- Developing communication and language skills.
- Increasing independence with self-care tasks such as dressing, toileting, handwashing and snack routines.
- Developing emotional regulation and learning strategies to manage feelings and changes to routines.
- Engaging in learning and sustaining attention during play and adult-led activities.
- Developing early problem-solving, decision-making and resilience.
- Participating in nursery routines, group activities and the wider life of the school.

Staff gather information through:

- Daily observations of children's learning and play.
- Ongoing assessment against the **Early Years Foundation Stage (EYFS)** framework.
- Discussions with parents and carers about progress at home.
- Regular review meetings with the SENDCo and, where appropriate, external professionals.
- Monitoring the impact of any interventions or personalised support.

Parents and carers are involved throughout the review process and are encouraged to share their child's achievements, interests and any concerns from home. We believe that working together provides the best understanding of each child's development.

3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs



3b.1: How do you check and review the progress made by pupils with SEN?

We review children's progress by:

- Carrying out ongoing observations of children during play, daily routines and adult-led activities.
- Assessing children's development across all areas of the **Early Years Foundation Stage (EYFS)**, including communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design.

- Monitoring progress against individual targets and outcomes identified within SEN Support Plans or Individual Learning Plans (ILPs), where appropriate.
- Holding regular review meetings with parents and carers to discuss progress, celebrate achievements and agree next steps.
- Working closely with the **SENDCo**, nursery staff and external professionals to review the effectiveness of support and make adjustments where necessary.
- Monitoring the impact of targeted interventions and specialist strategies to ensure they are helping children make progress.
- Using information from parents and carers to understand how children are developing at home as well as in the nursery setting.
- Preparing children for successful transition into Reception by reviewing their progress, sharing information with Reception staff and planning any additional support required.

Where a child has an **Education, Health and Care Plan (EHCP)**, we also hold formal review meetings, including an Annual Review, to evaluate progress towards agreed outcomes and ensure the provision continues to meet their needs.

3b.2: How will I find out about the progress my child is making?

We believe that parents and carers are a child's first and most important educators. We work in close partnership with families and ensure that you are kept informed about your child's learning, development and well-being throughout their time in nursery.

You can find out about your child's progress through:

- **Daily conversations** with your child's key person or nursery staff at drop-off and collection times, where appropriate.
- **Parent meetings**, where your child's development, achievements and next steps are discussed.
- **Termly SEND review meetings**, for children receiving SEN Support, where parents/carers, the SENDCo and, where appropriate, other professionals review progress and agree next steps.
- **Annual Reviews** for children with an Education, Health and Care Plan (EHCP), involving parents, school staff and relevant professionals.
- **Learning journals or online learning platforms** (where used), which celebrate your child's achievements and development across the Early Years Foundation Stage (EYFS).
- **Termly curriculum letters**, which explain what your child is learning and provide ideas for supporting learning at home.
- Regular discussions with your child's **key person**, class teacher or the **SENDCo** if you have any questions or concerns about your child's development.

We also encourage parents and carers to share information about their child's achievements, interests and development at home. This helps us build a complete picture of your child's progress and ensures that learning is supported consistently between home and nursery.

If your child is receiving additional support, we will keep you informed about the strategies and interventions being used, explain how these are helping your child, and involve you in reviewing their effectiveness through the **Assess, Plan, Do, Review (APDR)** cycle.

We operate an **open-door policy** wherever possible and encourage parents and carers to speak to their child's key person, class teacher or the SENDCo at any time if they would like to discuss their child's progress.

3b.3: How will I be involved in those reviews? Who else will be there?

At **Moorlands Primary School Nursery**, we believe that parents and carers are key partners in their child's learning and development. Your knowledge of your child is invaluable, and we work closely with you to ensure that any support provided meets your child's individual needs.

You will be invited to attend regular review meetings where you will have the opportunity to:

- Discuss your child's progress, achievements and any areas of concern.
- Share your views about how your child is developing and learning at home.
- Contribute to setting and reviewing individual outcomes and next steps.
- Discuss the strategies and support that are working well and identify any changes that may be needed.
- Ask questions and work in partnership with staff to plan the best support for your child.

Review meetings may include:

- Your child's **key person** or nursery teacher.
- The **SENDCo**.
- You as the parent or carer.
- Your child, where appropriate, by sharing their views through play, observation or other age-appropriate methods.
- Other nursery staff who work closely with your child, where appropriate.
- External professionals involved in supporting your child, such as a **Speech and Language Therapist, Educational Psychologist, Early Years Team, RISE Team** or other relevant specialists, where appropriate.

For children with an **Education, Health and Care Plan (EHCP)**, an **Annual Review** will also be held. This meeting brings together parents/carers, school staff and the professionals involved in your child's support to review progress towards agreed outcomes and plan future provision.

3c: The school's approach to teaching pupils with SEND



3c.1: How do your teachers help pupils with learning difficulties or disabilities to learn?

We believe that every child should have the opportunity to learn, play and develop alongside their peers in an inclusive and nurturing environment. We recognise that children learn in different ways, and our teaching is adapted to meet the individual needs of each child.

Our nursery staff provide **Quality First Teaching**, using **adaptive teaching** strategies to ensure that all children can access the **Early Years Foundation Stage (EYFS)** curriculum and make progress from their individual starting points.

We support children with SEND by:

- Providing a warm, nurturing and inclusive environment where every child feels safe, valued and ready to learn.
- Getting to know each child's strengths, interests and individual needs through close observation and partnership with parents and carers.
- Adapting activities, routines and resources so that children can access learning in ways that are meaningful and engaging.
- Using a play-based approach that encourages exploration, communication, problem-solving and independence.
- Breaking learning into small, manageable steps and providing additional modelling, repetition and practical experiences where needed.
- Using visual supports, objects of reference, timetables, signing, symbols and communication aids to support understanding and communication.
- Providing opportunities for children to learn through small-group activities and, where appropriate, individual support.
- Supporting the development of communication and language, social interaction, emotional regulation and independence alongside early learning skills.
- Making reasonable adjustments to the learning environment to meet children's sensory, physical or communication needs.
- Working closely with the **SENDCo** to plan, monitor and review personalised support.

Our aim is to help every child develop confidence, independence, a love of learning and the skills they need for a successful transition into Reception.

3c.2: How can I find out more about what my child is learning at the moment?

At **Moorlands Primary School Nursery**, we believe that children make the best progress when parents and carers are actively involved in their learning. We provide a range of opportunities to keep you informed about what your child is learning and how you can support their development at home.

You can find out more about your child's learning by:

- Talking to your child's **key person** or nursery teacher at drop-off or collection times, where appropriate.
- Attending **parent meetings**, where your child's development, achievements and next steps are discussed.

- Reading our **termly curriculum newsletters**, which explain the topics, themes and learning experiences planned for the term, along with ideas for supporting learning at home.
- Viewing your child's **learning journal or online learning platform** (where used), which celebrates their achievements and documents their progress across the **Early Years Foundation Stage (EYFS)**.
- Speaking with the **SENDCo** if your child receives SEND support and you would like to discuss their personalised targets, strategies or provision.

If your child has SEND, we will also share information about their individual targets, the support they are receiving and the progress they are making through regular review meetings and ongoing communication. We welcome your views and encourage you to share your child's interests, achievements and experiences at home so that we can build on these in nursery.

3d: How the school adapts the curriculum and learning environment for pupils with SEND



3d.1: How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

At **Moorlands Primary School Nursery**, we are committed to providing a safe, inclusive and welcoming environment where every child feels valued, respected and able to participate fully in nursery life. We make reasonable adjustments to ensure that children with Special Educational Needs and Disabilities (SEND) can access all aspects of the nursery environment and the **Early Years Foundation Stage (EYFS)** curriculum.

We support children by:

- Providing a nurturing, stimulating and inclusive learning environment where children feel safe, secure and confident to learn through play.
- Using **Quality First Teaching** and **adaptive teaching** to ensure activities, routines and resources meet the individual needs of all children.
- Organising the nursery environment to support children's independence, communication and engagement in learning.
- Creating clearly defined learning areas with visual prompts, labels and timetables to help children understand routines and expectations.
- Providing quiet or low-stimulation spaces where children can regulate their emotions or take sensory breaks when needed.
- Using visual supports, symbols, communication boards, signing and other strategies to help children understand and express themselves.
- Ensuring indoor and outdoor learning environments are accessible and promote participation for all children.
- Carrying out individual risk assessments where appropriate to ensure children can take part safely in nursery activities, visits and outdoor learning.
- Working closely with parents, carers and external professionals to identify any environmental adaptations or specialist equipment required.
- Ensuring staff receive appropriate training to support children with a wide range of SEND needs, including communication, sensory processing, physical needs and emotional regulation.

We regularly review the nursery environment and our provision to ensure it remains welcoming, accessible and responsive to the changing needs of our children. Our aim is to create a place where every child feels a sense of belonging, develops confidence and independence, and is supported to achieve their full potential.

3d.2: How will the curriculum be matched to my child's needs?

Our curriculum is carefully adapted to ensure that all children, including those with Special Educational Needs and Disabilities (SEND), can access the **Early Years Foundation Stage (EYFS)** curriculum and make progress from their individual starting points.

Our nursery staff provide **Quality First Teaching** through an **adaptive teaching** approach, using play-based learning and personalised support to meet each child's developmental needs.

We match the curriculum to your child's needs by:

- Getting to know your child's strengths, interests, learning style and areas of need through observations, assessments and discussions with parents and carers.
- Planning activities that build on your child's current stage of development and individual interests to motivate and engage them in learning.
- Adapting activities, resources and teaching approaches so that children can participate successfully alongside their peers.
- Breaking learning into small, achievable steps and providing additional modelling, repetition and opportunities to practise new skills.
- Using visual supports, objects of reference, symbols, signing and communication aids where appropriate to support understanding and communication.
- Providing opportunities for children to learn through child-initiated play, adult-led activities, small-group work and, where appropriate, individual support.
- Making reasonable adjustments to the learning environment to meet children's communication, sensory, physical or social and emotional needs.
- Providing targeted interventions where additional support is needed to develop communication, early language, social interaction, emotional regulation, physical development or early learning skills.
- Working closely with the **SENDCo** and external professionals to implement specialist advice and recommended strategies where appropriate.
- Reviewing your child's progress regularly through the **Assess, Plan, Do, Review (APDR)** cycle and adapting support as their needs change.

We work closely with parents and carers throughout the year, sharing information about your child's learning and development and involving you in planning the next steps.

3e: Additional support for learning that is available to pupils with SEND



3e.1: Is there additional support available to help pupils with SEND with their learning?

Where children require additional support, we provide a range of targeted approaches, which may include:

- **Personalised support plans** with individual targets and outcomes based on each child's strengths and areas of need.
- Support through the **Assess, Plan, Do, Review (APDR)** cycle, ensuring that provision is regularly reviewed and adapted to measure impact.
- Small-group or individual activities to support areas such as:
 - Communication and language development.
 - Attention and listening skills.
 - Social interaction and play skills.
 - Emotional regulation and confidence.
 - Physical development and independence skills.
 - Early literacy and numeracy development.
- Additional adult support to help children access activities, develop independence and participate in nursery routines.
- Adapted resources and learning activities to ensure children can engage successfully in play and learning.
- Visual supports, such as visual timetables, symbols, photographs, objects of reference and communication aids, where appropriate.
- Sensory strategies and resources to support children with sensory processing needs and emotional regulation.
- Support and advice from the **SENDCo** to ensure appropriate strategies and provision are in place.

Where a child requires specialist support, we work closely with external professionals, which may include:

- Speech and Language Therapists.
- Educational Psychologists.
- Occupational Therapists.
- Early Years support services.
- RISE team
- Health professionals and other relevant agencies.

The advice from professionals is used to support staff in adapting the curriculum, environment and teaching approaches to meet individual needs.

3e.2: How are the school's resources allocated and matched to children's special educational needs?

we ensure that resources and support are allocated according to each child's **individual needs, strengths and developmental stage**. We recognise that children with Special Educational Needs and Disabilities (SEND) require different types and levels of support, and we use a needs-led approach to ensure resources have the greatest possible impact.

Resources are matched to children's needs through:

- **Early identification and assessment** of children's individual needs through observations, EYFS assessments, discussions with parents/carers and advice from professionals.
- The **Assess, Plan, Do, Review (APDR)** process, which helps us identify appropriate support, monitor progress and evaluate whether resources and interventions are making a positive difference.
- Regular discussions between nursery staff, the **SENDCo** and external professionals to ensure support is appropriate and effective.
- Using information from parents and carers to understand what approaches, strategies and resources work best for their child.

Resources may include:

- Additional adult support where required to help children access learning, develop independence and participate in nursery activities.
- Adapted learning materials and play resources.
- Communication resources such as visual timetables, symbols, signing, communication boards and objects of reference.
- Sensory resources and equipment to support regulation, engagement and emotional well-being.
- Specialist equipment recommended by professionals, such as Occupational Therapy or Speech and Language Therapy.
- Targeted interventions to support communication, interaction, social development, physical development and early learning skills.
- Training and support for staff to ensure they have the knowledge and skills to meet children's individual needs.

Decisions about provision are made collaboratively with the child (where appropriate), parents/carers, nursery staff, the SENDCo and relevant professionals. We regularly review the impact of support to ensure that resources continue to be matched to the child's changing needs and are helping them make progress.

Our aim is to ensure that every child receives the right support at the right time, enabling them to develop confidence, independence and the skills needed to thrive in nursery and beyond.

3e.3: How will I know if my child is getting extra support?

If your child is receiving additional support for their Special Educational Needs and Disabilities (SEND), we will ensure that you are informed, involved and kept updated about the support being provided and the progress your child is making.

You will know your child is receiving extra support because:

- A member of the nursery team or the **SENDCo** will discuss your child's needs with you and explain the support being put in place.
- You will be involved in identifying outcomes and agreeing strategies through the **Assess, Plan, Do, Review (APDR)** process.
- Your child's key person will share information about any additional activities, interventions or strategies being used to support their learning and development.
- You will receive updates through regular conversations, parent meetings and SEND review meetings.
- Your child's progress towards individual targets or outcomes will be reviewed with you and next steps will be discussed.
- Where appropriate, you will be involved in meetings with external professionals supporting your child, such as Speech and Language Therapists, Educational Psychologists,

Occupational Therapists or Early Years specialists.

- If your child has an **Education, Health and Care Plan (EHCP)**, you will be invited to contribute to formal reviews of their provision and outcomes.

Additional support may include targeted activities, adapted resources, communication strategies, sensory support, additional adult support or specialist interventions. Staff will explain why the support is being provided, how it is helping your child and how its impact is monitored.

We encourage parents and carers to share their views, ask questions and discuss any concerns at any stage. We operate an open and supportive approach, and you can speak with your child's key person, nursery teacher or the **SENDCo** whenever you would like further information.

3e.4: How is the decision made about how much/what support my child will receive?

Decisions about the level and type of support a child with Special Educational Needs and Disabilities (SEND) receives are based on their **individual needs, strengths, developmental stage and desired outcomes**. We recognise that every child is unique, and support is carefully planned to help each child make progress, develop independence and fully participate in nursery life.

The decision-making process involves:

- **Ongoing observation and assessment** of your child's development through the Early Years Foundation Stage (EYFS) framework.
- Information shared by parents/carers about your child's strengths, interests, needs and experiences at home.
- Discussions between nursery staff, your child's **key person**, the **SENDCo** and other relevant staff.
- Advice and recommendations from external professionals, where appropriate, such as Speech and Language Therapists, Educational Psychologists, Early Years specialists or health professionals.
- Reviewing what support has already been provided and evaluating its impact through the **Assess, Plan, Do, Review (APDR)** cycle.

When deciding what support is needed, we consider:

- What your child can already do and their areas of strength.
- Any barriers that may be affecting their learning, communication, development or well-being.
- The support and adjustments needed to help them access the nursery curriculum.
- The most effective strategies, interventions, resources or equipment to support progress.
- The level of adult support required and how this can promote independence.

Support may include:

- Adaptations to teaching approaches, activities and the learning environment.
- Targeted small-group or individual activities.
- Communication and interaction support.
- Sensory or emotional regulation strategies.
- Additional adult support where appropriate.
- Specialist advice or intervention from external professionals.

Support is reviewed regularly to ensure it continues to meet your child's needs and is helping them make progress. If something is not having the intended impact, we work together to adapt the approach and identify what will work best.

3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum



3f.1: What social and extra-curricular activities are available for students with SEND?

We believe that all children, including those with Special Educational Needs and Disabilities (SEND), should have opportunities to develop friendships, build confidence, explore their interests and be fully included in nursery life.

Although nursery children do not typically access formal extra-curricular clubs in the same way as older pupils, we provide a wide range of **social, enrichment and developmental opportunities** throughout the nursery day and as part of the wider school community.

These opportunities include:

- **Play-based learning opportunities** that support communication, friendships, cooperation, imagination and social development.
- **Small-group activities** designed to support children's individual needs, such as communication, turn-taking, attention and listening, emotional regulation and confidence.
- **Outdoor learning and physical activities** to develop coordination, independence, teamwork and exploration.
- **Creative activities** including music, singing, art, role play, dance and sensory experiences.
- **Whole-school events and celebrations**, where appropriate, allowing nursery children to be part of the wider school community.
- **Visits, visitors and enrichment activities** that support children's understanding of the world and provide new experiences.
- **Opportunities to develop independence and life skills**, including managing routines, making choices, self-care and developing confidence.

For children with SEND, we make reasonable adjustments to ensure they can participate successfully. This may include:

- Adapting activities, resources or the environment.
- Providing additional adult support where needed.
- Using visual supports, communication aids or personalised strategies.
- Offering smaller group experiences or additional preparation for new activities.
- Considering sensory, communication, physical and emotional needs when planning activities.

We work closely with parents and carers to understand children's interests and needs, ensuring that activities are accessible, enjoyable and support each child's confidence, relationships and overall development. Our aim is for every child to feel a valued part of the nursery community.

3f.2: How can my child and I find out about these activities?

You can find out about activities and opportunities through:

- **Daily conversations** with your child's key person or nursery staff at drop-off and collection times.
- **Termly curriculum newsletters**, which share information about what children will be learning, planned activities and ways to support learning at home.
- **School newsletters, letters and online communication platforms** (where used), which provide updates about nursery and wider school events.
- **Displays and notices within the nursery environment**, showing children's learning, upcoming activities and experiences.
- **Parent meetings and review meetings**, where you can discuss your child's interests, progress and opportunities for involvement.
- **Learning journals or online learning platforms** (where used), which share children's experiences, achievements and participation in activities.
- **Celebration events, open afternoons and family activities**, where parents and carers can see and take part in aspects of nursery life.

For children with SEND, we will work closely with families to ensure activities are accessible and appropriate for their individual needs. Where additional support or adjustments are required, these will be discussed with parents/carers and planned with the nursery team and relevant professionals where appropriate.

3f.3: How will my child be included in activities outside the classroom, including school trips?

Visits, trips, outdoor learning and enrichment activities are valuable opportunities for children to develop confidence, independence, communication skills and a sense of belonging.

We plan activities carefully to ensure that children with SEND are included wherever possible. This includes:

- Considering each child's individual needs, strengths and interests when planning activities and visits.

- Making reasonable adjustments to ensure children can participate safely and confidently.
- Completing appropriate risk assessments and considering any additional support required.
- Working with parents/carers and professionals to understand any barriers and identify solutions.
- Providing additional adult support where needed.
- Preparing children for new experiences through familiarisation visits, photographs, visual supports, social stories or discussions.
- Adapting activities, resources or routines to support communication, sensory, physical or emotional needs.
- Ensuring children have access to appropriate equipment or resources where required.

Nursery children may take part in activities such as:

- Outdoor learning experiences.
- Visits within the school environment.
- Visitors coming into nursery.
- Community experiences and local visits where appropriate.
- Whole-school events and celebrations.

Before trips or activities take place, we will discuss arrangements with parents/carers where additional support is needed, ensuring that everyone understands how the child can be included successfully.

Our aim is to remove barriers and ensure that every child has opportunities to explore, develop friendships, build independence and enjoy a wide range of experiences as part of the Moorlands community.

3g: Support that is available for improving the emotional and social development of pupils with SEND



3g.1: What support will there be for my child's overall well-being?

We understand that a child's emotional well-being and social development are fundamental to their ability to learn, develop relationships and feel confident in the nursery environment. We provide a nurturing, inclusive and supportive approach where all children, including those with Special Educational Needs and Disabilities (SEND), are helped to develop confidence, independence and positive relationships.

We support children's overall well-being by:

- Building strong, trusting relationships between children and their **key person**, who gets to know each child's personality, interests, strengths and needs.
- Providing a safe, predictable and welcoming environment with consistent routines that help children feel secure.
- Supporting children to develop **communication and language skills**, so they can express their needs, feelings and ideas.
- Helping children recognise and manage emotions through modelling, discussion, play and age-appropriate emotional regulation strategies.
- Supporting children to develop friendships, turn-taking, sharing and positive interactions with others.
- Providing opportunities for children to build confidence, independence and self-help skills through everyday nursery routines.
- Using **adaptive teaching** approaches to ensure activities and experiences are accessible for all children.
- Providing additional support where needed, such as targeted activities, small-group work or individual support to develop social communication, emotional regulation and confidence.
- Using visual supports, social stories, sensory strategies and personalised approaches where appropriate to support children who may find change, communication or social situations challenging.
- Creating opportunities for children to make choices and have a voice in their learning and experiences.

Where children require additional support, we work closely with families and external professionals, such as:

- Speech and Language Therapists.
- Educational Psychologists.
- Occupational Therapists.
- The Early Years Team.
- RISE Team and Regulation Team.
- Mental Health Support Team.
- Other health and well-being services where appropriate.

We monitor children’s emotional and social development through ongoing observations, discussions with families and regular reviews of individual support plans. Parents and carers are encouraged to share information from home so that we can provide consistent support.

Our aim is to help every child feel safe, valued and understood, while developing the confidence, resilience, independence and social skills they need to enjoy nursery and prepare for the next stage of their learning journey.

4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator

4.1: Who should I contact if I want to find out more about how the school supports students with SEND?

SENDco: Mrs Meena Davies Email: sendco@moorlands.reading.sch.uk (<mailto:sendco@moorlands.reading.sch.uk>)

4.2: What should I do if I think my child may have a special educational need or disability?

If your have any queries please do contact our SENDCo - Mrs Meena Davies, who will be happy to discuss your concerns.
sendco@moorlands.reading.sch.uk

5: Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

5.1: What training have the teachers and other staff who support children and young people with SEND had?

At **Moorlands Primary School Nursery**, we are committed to ensuring that all staff have the knowledge, skills and confidence to support children with Special Educational Needs and Disabilities (SEND) within the **Early Years Foundation Stage (EYFS)**. We recognise that high-quality early years practice, early identification and responsive support are essential in helping children with SEND make progress and develop confidence.

All staff are offered **regular training opportunities** to develop their understanding of SEND and early childhood development. Training is provided through external specialist services, in-house professional development and the sharing of good practice across the school.

Our SEND provision is led by our **SENDco, who holds the National Award for Special Educational Needs Coordination (NASENCo)**, ensuring that staff receive appropriate guidance and support in identifying needs, planning provision and reviewing the impact of support.

Staff training and expertise include:

- **SEND training** to support staff understanding of identification, assessment and provision for children with additional needs.
- **Early Years Foundation Stage (EYFS) development and practice**, including supporting children through play-based learning and high-quality interactions.
- **Quality First Teaching and adaptive teaching** approaches to ensure all children can access learning experiences.
- **Assess, Plan, Do, Review (APDR)** and the use of SMART targets to plan, monitor and review individual outcomes.
- **Attention Autism** approaches to support engagement, attention and communication.
- **Intensive Interaction** strategies to support communication, connection and social interaction for children with complex communication needs.

- **Autism Education Trust (AET) training**, supporting staff understanding of autism and how to make appropriate adjustments.
- **ADHD and Autism Spectrum Condition (ASC) awareness**, helping staff understand individual differences and provide appropriate support.
- **SCERTS (Social Communication, Emotional Regulation and Transactional Support)** approaches to support communication, emotional regulation and social development.
- **Colourful Semantics** approaches to support children's speech, language and communication development.
- **Team Teach training**, supporting positive behaviour approaches, emotional regulation and safe responses to challenging situations.
- **EAL (English as an Additional Language)** strategies to support children developing language skills.
- **Transcriptional writing support** to develop early writing skills and access to recording ideas.
- **Mathematics training**, including developing fluent and flexible thinking in early maths.
- **Early Excellence training**, focusing on high-quality interactions and effective early years provision.

In addition, staff have received training in:

- **Mental health and attachment**, supporting children's emotional development, relationships and well-being.
- **Safeguarding**, ensuring all staff understand how to keep children safe and respond appropriately to concerns.
- **ELSA (Emotional Literacy Support Assistant) training**, with trained staff able to provide additional emotional support for children who need help developing emotional awareness, resilience and coping strategies.

All staff regularly share good practice, discuss children's needs and work collaboratively to ensure strategies are consistently applied across the nursery environment.

Where children require specialist support beyond the expertise available within school, we work with external professionals, their advice helps us adapt provision, develop staff expertise and ensure children receive the right support at the right time.

Through ongoing training, reflective practice and partnership working, Moorlands Primary School Nursery ensures that staff are well equipped to support children with SEND and provide an inclusive, nurturing EYFS environment where all children can thrive.

6: Information about how equipment and facilities to support children with SEND will be secured

6.1: What happens if my child needs specialist equipment or other facilities?

If your child requires specialist equipment, resources or adaptations, we will work in partnership with you and relevant professionals to identify what is needed and how best to provide it.

If a need is identified, we will:

- Discuss your child's needs with you and gather information about what support works well at home.
- Work with the **SENDCo**, nursery staff and relevant professionals to assess what equipment, resources or adaptations would best support your child.
- Seek advice from specialist services where appropriate, such as:
 - Occupational Therapy.
 - Speech and Language Therapy.
 - Educational Psychology.
 - Early Years specialists.
 - Health professionals.
- Make reasonable adjustments to the nursery environment, activities and routines to ensure your child can participate fully.
- Provide appropriate resources and equipment to support learning, communication, independence, sensory regulation and physical development.

Equipment and resources may include:

- Visual supports such as visual timetables, symbols, communication boards and objects of reference.
- Specialist communication resources recommended by Speech and Language professionals.
- Sensory resources to support regulation and engagement.
- Adapted learning resources to enable children to access play and learning activities.
- Specialist seating, mobility equipment or physical aids where recommended by professionals.
- Resources to support independence and self-care skills.

Where specialist equipment is required, we will work with the appropriate services to identify how this can be secured and ensure that staff understand how to use it effectively. Advice from professionals will be shared with relevant staff so that support is consistent and effective.

7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

7.1: How will I be involved in discussions about and planning for my child's education?

We believe that parents and carers are key partners in their child's education. We recognise that you know your child best, and your knowledge, experiences and aspirations are essential in helping us understand your child's strengths, needs and development.

We work closely with families to ensure you are fully involved in discussions, planning and decision-making about your child's learning and support.

You will be involved through:

- **Information sharing when your child joins nursery**, where we gather information about your child's interests, strengths, development, routines and any additional needs.
- Regular conversations with your child's **key person** and nursery staff to discuss progress, achievements and any concerns.
- **Parent consultation meetings**, where we review your child's learning, development and next steps.
- **SEND review meetings**, where appropriate, to discuss your child's individual targets, support strategies and progress through the **Assess, Plan, Do, Review (APDR)** cycle.
- Contributing to the creation and review of any personalised support plans or Individual Learning Plans (ILPs).
- Sharing your views and priorities for your child, including what is important to them and what helps them to learn and feel confident.
- Attending meetings with external professionals where appropriate, such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists or Early Years specialists.
- Being involved in transition planning, including preparing your child for moving into Reception or any other change of setting.

We encourage parents and carers to share information from home, including:

- Your child's interests and achievements.
- Changes in circumstances that may affect your child.
- Strategies or approaches that work well at home.
- Any concerns or questions you may have.

For children with an **Education, Health and Care Plan (EHCP)**, parents and carers are fully involved in formal reviews, including discussing progress towards outcomes, reviewing provision and planning future support.

We provide additional opportunities for families to be involved in nursery life through:

- Curriculum updates and newsletters.
- Learning journals or online platforms (where used).
- Parent workshops and information sessions.
- Celebration events and opportunities to share children's learning.

We operate an **open and supportive approach**, and parents are encouraged to speak with their child's key person, nursery teacher or the **SENDCo** whenever they would like to discuss their child's progress or support.

Our aim is to build a strong partnership with families so that together we can ensure every child feels secure, included and supported to achieve their potential during their early years.

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

We recognise that learning begins at home, and we work in partnership with families to provide a consistent approach between home and nursery.

We will support you by sharing information, advice and strategies to help you understand your child's development and how you can support their learning through everyday experiences.

We help parents and carers by:

- Sharing information about your child's learning, progress and next steps through regular conversations with your child's **key person** and nursery staff.
- Providing updates about what children are learning through **termly curriculum information**, newsletters and communication with families.
- Sharing ideas for simple activities you can do at home to support the **Early Years Foundation Stage (EYFS)** areas of learning, including communication and language, early literacy, mathematics, physical development, and personal, social and emotional development.
- Encouraging you to share your child's interests, achievements and experiences from home, helping us to build on what your child already knows and enjoys.
- Providing opportunities to attend **parent meetings, workshops and family events** that support children's learning and development.
- Sharing strategies recommended by professionals, such as Speech and Language Therapists or other specialists, so that approaches can be used consistently at home and nursery.
- Supporting you to understand your child's individual targets, personalised support plans or SEND provision where appropriate.
- Providing guidance on supporting areas such as communication, independence, emotional regulation, early reading, early maths and social skills.

For children with SEND, we work closely with parents and carers through the **Assess, Plan, Do, Review (APDR)** process. You will be involved in identifying outcomes, reviewing progress and discussing strategies that can be used both at home and in nursery.

Where appropriate, we may provide or signpost support through our wider network, including:

- The **SENDCo**.
- Early Years support services.
- Speech and Language Therapy.
- Family Support services.
- Other specialist professionals involved in supporting your child.

We also recognise that families may need support beyond learning. Our **Family Support Worker** can provide advice, guidance and signposting to services that support children and families.

Our aim is to ensure that you feel confident, informed and involved in your child's learning journey. By working together, we can help your child develop the communication, independence, confidence and skills they need to thrive throughout the EYFS and beyond.

8: The arrangements for consulting young people with SEN about, and involving them in their education



8.1: How will my child be involved in his/her own learning and decisions

We recognise that children communicate in different ways, and we use age-appropriate approaches to ensure that every child, including those with Special Educational Needs and Disabilities (SEND), is listened to and involved.

made about his/her education?

Children are supported to be involved in their own learning by:

- Being encouraged to make choices during play, activities and daily routines.
- Sharing their interests, preferences and ideas through play, communication, behaviour and interactions with adults.
- Being supported to express their needs, feelings and opinions using their preferred communication method, including speech, gestures, visuals, symbols, signing or other communication approaches where appropriate.
- Taking part in child-led learning experiences where they can follow their interests and develop confidence.
- Reflecting on their achievements and celebrating what they can do.
- Developing independence through everyday nursery routines, such as managing belongings, self-care tasks, making choices and solving problems.
- Having their strengths and achievements recognised and built upon.

For children with SEND, we ensure their views are considered when planning support. Staff gather children’s views through:

- Observation of how children engage, communicate and respond to activities.
- Understanding children’s likes, dislikes, interests and motivators.
- Play-based interactions and conversations.
- Visual choices, photographs, symbols or communication tools where appropriate.
- One-page profiles or personalised plans that capture what is important to the child, what helps them learn and how adults can support them.

When reviewing a child’s progress or support, we consider the child’s own experiences and what helps them to feel happy, safe and successful. Where appropriate, children are involved in discussions about their learning, targets and next steps in a way that is meaningful and accessible to them.

9: Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

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9.1: Who can I contact for further information?	Moorlands Primary School follows Reading’s model policy for complaints. The policy is published on the school website. Paper copies are available from the school office.
9.2: Who can I contact if I am not happy about the SEN provision made for my child?	Please contact the SENDCo - Mrs. Davies - sendco@moorlands.reading.sch.uk Head of School - Mrs. Bennett

10: How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

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10.1: Who else provides services in school for children with SEN or disabilities?	The school works with a variety of external partners who provide advice, assessment, specialist support and guidance. These may include: • Educational Psychology Service – providing specialist advice, assessments and strategies to support children’s learning, development and emotional well-being. • Speech and Language Therapy (SaLT) – supporting children with speech, language, communication and interaction needs, and advising staff and families on strategies to support communication development. • Occupational Therapy (OT) – supporting children with sensory processing, physical development, coordination, independence and access needs. • Early Years Team – providing advice and support around early development, inclusion and meeting the needs of young children with SEND. • Brighter Futures for Children and Social Care – supporting children and families where additional help is needed with wider family, social or developmental needs. • SEND Case Officers – supporting children with SEND, including those with Education, Health and Care Plans (EHCPs), and working with families and schools to ensure appropriate provision is in place.
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- **RISE Team** – providing support around children’s emotional well-being, behaviour, regulation and mental health.
- **RISE Regulation Team** – supporting children who need help developing emotional regulation strategies and coping skills.
- **Children and Adolescent Mental Health Service (CAMHS)** – providing specialist mental health support where appropriate.
- **Mental Health Support Team (MHST)** – supporting children’s emotional well-being and providing early intervention support.
- **Attendance Support Worker** – working with families and school to support positive attendance and address any barriers.
- **Voluntary organisations**, such as Berkshire Women’s Aid and Daisy’s Dreams, providing additional support for children and families when appropriate.

10.2: How can my family get support from these services?

We believe that families should feel supported and confident when accessing services to meet their child’s Special Educational Needs and Disabilities (SEND). We work closely with parents and carers, the **SENDCo**, nursery staff and external professionals to ensure that children receive appropriate support based on their individual needs.

Families can access support by:

- Speaking with their child’s **key person, nursery teacher or the SENDCo** if they have concerns about their child’s development, communication, learning, behaviour, emotional well-being or independence.
- Sharing information about their child’s strengths, interests and needs, helping us build a complete picture of their development.
- Attending meetings with nursery staff to discuss progress, agree next steps and identify whether additional support may be helpful.
- Working in partnership with the nursery when referrals are needed to specialist services.

Support may be accessed through the following services:

- **Educational Psychology Service** – providing specialist advice, assessment and recommendations to support children’s learning, development and individual needs.
- **Speech and Language Therapy (SaLT)** – supporting children with speech, language, communication and interaction needs, and providing strategies that can be used at home and nursery.
- **Occupational Therapy (OT)** – supporting children with sensory needs, physical development, coordination, independence and access to activities.
- **Social Care and Brighter Futures for Children** – providing support for children and families who may need additional help with wider social, emotional or family needs.
- **SEND Case Officer** – supporting children with SEND, including those with Education, Health and Care Plans (EHCPs), and working with families and settings to ensure appropriate provision is in place.
- **RISE Team** – providing support and advice around emotional well-being, behaviour, regulation and mental health.
- **RISE Regulation Team** – supporting children who need help developing emotional regulation skills and strategies to manage feelings and responses.
- **Attendance Support Worker** – supporting families where attendance difficulties or barriers to accessing education are identified.
- **Mental Health Support Team (MHST)** – providing early intervention support for children experiencing emotional or mental health difficulties.
- **Early Years Team** – providing specialist advice and guidance around early development, inclusion and meeting the needs of young children with SEND.

Families can also access support through:

- **School consultation meetings with professionals**, where children’s needs are discussed and advice or referrals are considered.
- **Early Help referrals**, when families would benefit from additional support around wider circumstances or needs.
- **CSPOA (Children’s Single Point of Access) referrals**, where further assessment or targeted support may be required.
- Voluntary organisations, such as **Berkshire Women’s Aid** and **Daisy’s Dreams**, which provide additional support for children and families.

Families can also access SEND information, advice and support through **Brighter Futures for Children** and the Reading Services Guide:
[Reading Services Guide \(?utm_source=chatgpt.com\)](#).

11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32 ^

11.1: Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Reading Borough Council's Local Offer, outlining services available for children and young people who have SEND. Reading Information, Advice and Support Service for SEND.

<https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>
([localoffer.page?familychannel=3](#))

<https://www.readingiass.org/> ([https://www.readingiass.org/](#))

12: The school's arrangements for supporting pupils with SEND in transferring between phases of education ^

12.1: How will you help my child make a successful move into the next class or secondary school or other move or transition?

To ensure that the move from nursery into Reception is well planned, positive and personalised, helping children feel secure, confident and ready for their next stage of learning.

We work closely with children, parents/carers, Reception staff and any professionals involved to ensure that important information is shared and appropriate support is in place.

Support for transition from nursery to Reception includes:

- **Transition meetings** between nursery staff, the Reception teacher and the **SENDCo** to share detailed information about your child's strengths, interests, development, needs and successful support strategies.
- Sharing relevant assessments, learning information, personalised plans and professional advice to ensure continuity of support.
- Opportunities for children to **visit their Reception classroom**, meet new staff and become familiar with the environment, routines and expectations.
- Additional transition visits for children who may need extra time, supported by familiar adults where appropriate.
- The use of **visual supports**, such as photographs of the new classroom, key adults, routines and activities, to help children understand and prepare for the change.
- Social stories, transition booklets or personalised resources where these would support a child's understanding and reduce anxiety.
- Supporting children to develop independence skills, including managing belongings, following routines, communicating needs and becoming confident in new environments.
- Discussions with parents/carers to understand any worries, share information and agree how best to support their child.
- Involvement of external professionals where appropriate, ensuring recommendations and strategies continue into Reception.

For children with SEND, transition planning forms part of the **Assess, Plan, Do, Review (APDR)** process. We review what support has been effective in nursery and ensure that Reception staff understand how best to support the child from the beginning of their next learning journey.

Our aim is to make the transition from nursery to Reception as smooth, positive and successful as possible, ensuring every child feels safe, included and ready to continue developing their confidence, independence and love of learning.

13: Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement ^ - Provision the local authority expects to be made available by schools, early years and post-16 providers)

13.1: Where can I find out about other services that might be available for our family and my child?

<https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>
([localoffer.page?familychannel=3](#))

The SEN Team Tel: 0118 937 2674 Email: sen@brighterfuturesforchildren.org

Reading Information, Advice & Support Service (IASS) for SEND Tel: 0118 937 3421 Email: iass@brighterfuturesforchildren.org

Parenting Special Children Tel: 0118 986 3532 Email: admin@parentingspecialchildren.co.uk

Autism Berkshire Tel: 01189 594 594 Email: contact@autismberkshire.org.uk

Children & Adolescent Mental Health Service (CAMHS) Tel: 0118 931 5800 Dingley's Promise Tel: 0118 327 7424 Email: admin@dingley.org.uk

Family Information Service/SEND Local Offer Tel: 0118 937 3777 Email: localoffer@reading.gov.uk

14: Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

14.1: What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

For children with Special Educational Needs and Disabilities (SEND), we use the **Assess, Plan, Do, Review (APDR)** approach to ensure that support is carefully planned, regularly monitored and adapted to meet each child's individual needs.

Parents and carers have regular opportunities to discuss and review their child's progress through:

Formal review opportunities:

- **Parent consultation meetings:** These provide an opportunity to discuss your child's development, achievements, areas of progress and next steps.
- **SEND review meetings:** For children receiving SEN Support, parents/carers are invited to attend regular reviews with nursery staff and the SENDCo. These meetings provide opportunities to review individual targets, discuss the impact of support and agree future outcomes.
- **Individual Learning Plan (ILP) or personalised support plan reviews:** Where appropriate, parents are involved in reviewing targets and strategies to ensure they continue to reflect their child's needs.
- **Education, Health and Care Plan (EHCP) Annual Reviews:** For children with an EHCP, a formal annual review meeting takes place with parents/carers, school staff and relevant professionals to review progress towards agreed outcomes and consider any changes needed.

Involving children in reviewing their progress:

Although children in nursery are young, we believe they should have a voice in their own learning and development. Children are involved in an age-appropriate way through:

- Observing and responding to their interests, choices and preferences.
- Listening to their communication, including words, gestures, facial expressions and behaviour.
- Providing opportunities for children to make choices during play and learning.
- Using child-friendly approaches such as photographs, visuals, play-based discussions and one-page profiles.
- Recognising children's achievements and helping them understand what they can do and what they are working towards.

Ongoing communication and parental involvement:

Parents and carers can also keep informed and contribute through:

- Daily conversations with their child's **key person** or nursery staff.
- Sharing information from home about achievements, interests or changes that may affect their child.
- Viewing their child's learning journal or online learning platform (where used).
- Reading **termly curriculum updates** to understand what children are learning and how they can support at home.

Additional support and communication:

- We encourage parents to speak with their child's key person, nursery teacher or the **SENDCo** whenever they have questions or concerns.

- We operate an open and supportive approach where families can request discussions about their child’s progress and provision.
- The school **Family Support Worker** is available to support families who may benefit from additional advice, guidance or signposting.

14.2: How often will these reviews happen?

Reviews of your child’s SEND support take place regularly to ensure that the provision remains effective, continues to meet their individual needs and supports progress towards agreed outcomes.

Review opportunities include:

- **Ongoing daily observations and informal checks:** Nursery staff continually observe children’s learning, development, communication, social interactions and well-being. This helps us respond quickly if your child’s needs change or if adjustments to support are needed.
- **Individual Learning Plan (ILP) reviews:** For children who have an ILP or personalised support plan, reviews usually take place **at least once every term (approximately every 6–8 weeks)**. These reviews allow us to celebrate progress, evaluate the impact of support and adjust targets or strategies where needed.
- **Parent meetings:** Parents and carers are invited to regular meetings to discuss progress, share updates from home and nursery, review outcomes and agree any changes to support or next steps.
- **SEND review meetings:** For children receiving additional SEND support, further review meetings may be arranged with the nursery team, SENDCo, parents/carers and other professionals involved, depending on the child’s individual needs.
- **More frequent reviews for children with complex needs:** Children with higher levels of need may have reviews more often or may require additional meetings involving external professionals to ensure support remains appropriate and effective.
- **EHCP Annual Reviews:** If your child has an Education, Health and Care Plan (EHCP), a formal annual review will take place with parents/carers, school staff and relevant professionals to review progress towards outcomes and consider any changes needed.

Parents and carers are encouraged to share their views throughout the process, and children are involved in an age-appropriate way through their interests, choices, communication and participation in learning.

Our aim is to ensure that support is regularly reviewed, responsive to your child’s changing needs and focused on helping them develop confidence, independence and the skills they need for their next stage of learning.

15: Who can I contact for further information?



information and support can be obtained from the setting/school’s SENCo Mrs. Meena Davies Tel: 0118 901 5505

16: What is the complaints procedure?



Moorlands School follows Reading’s model policy for complaints. The policy is published on the school website. Paper copies are available from the school office.

17: Our external partners are



At **Moorlands Primary School Nursery**, we work closely with a range of external professionals and services to ensure that children with **Special Educational Needs and Disabilities (SEND)** receive the appropriate support to meet their individual needs. We recognise that effective support requires strong partnership working between families, nursery staff, specialist services and wider agencies.

Our external partners include:

- **Educational Psychology Service** – providing specialist advice, assessment and strategies to support children’s learning, development, communication and emotional well-being.
- **Speech and Language Therapist (SaLT)** – supporting children with speech, language, communication and interaction needs, and advising staff and families on strategies to support communication development.
- **Social Care and Brighter Futures for Children** – providing support for children and families who may need additional help with social, emotional, family or developmental needs.
- **SEND Case Officer** – supporting children with SEND, including those with Education, Health and Care Plans (EHCPs), and working with families and settings to ensure appropriate provision is in place.
- **RISE Team** – providing support around emotional well-being, behaviour, mental health and children’s ability to regulate emotions.
- **Children and Adolescent Mental Health Service (CAMHS)** – offering specialist mental health support where appropriate.
- **Play Therapist** – supporting children to explore emotions, experiences and relationships through therapeutic play.
- **RISE Regulation Team** – providing strategies and support to help children develop emotional regulation skills and manage feelings and behaviours.
- **Emotional Wellbeing Services** – supporting children’s confidence, resilience and emotional development.
- **Attendance Support Worker** – working with families and school to support positive attendance and address any barriers to accessing education.
- **Early Years Team** – providing specialist advice and guidance around early development, inclusion and supporting young children with SEND.

These professionals may support children through:

- Providing advice and guidance to nursery staff.
- Observing children and contributing to assessments.
- Supporting the development of personalised strategies and interventions.
- Providing training and support to staff.
- Working alongside parents/carers to ensure a consistent approach between home, nursery and specialist services.

We hold regular discussions and consultation meetings with professionals where appropriate to review children’s needs, evaluate the effectiveness of support and identify any additional provision required.

18: Is there any additional provision you have developed during the year?



Yes, this year **Moorlands Primary School** has developed an **Additional Resource Provision (ARP)** to further support pupils with high levels of Special Educational Needs and Disabilities (SEND). The ARP provides a more tailored and structured learning environment for children who require specialised support beyond what can typically be offered within a mainstream classroom.

Please note: The ARP provision is not currently available for nursery-aged pupils. However, the development of the ARP has strengthened the school’s wider SEND expertise, resources and staff knowledge, and many of the skills, approaches and training developed through the ARP are shared with the nursery team to enhance support for younger children.

Key features of the ARP include:

- A dedicated specialist space designed to meet a range of complex learning, communication and sensory needs.
- Highly trained staff, including specialist teaching assistants, with input from external professionals where appropriate.
- A personalised curriculum that supports individual targets while maintaining opportunities for inclusion within wider school life where appropriate.
- A strong focus on developing communication, life skills, emotional regulation and independence alongside academic progress.

The nursery benefits from the wider expertise developed through the ARP by:

- Sharing specialist approaches and strategies that support communication, sensory needs, emotional regulation and independence.
- Accessing staff training and professional development linked to meeting the needs of children with SEND.
- Working collaboratively with specialist staff and the SENDCo to ensure effective early support is in place.
- Using evidence-informed approaches and resources that can be adapted for children in the Early Years Foundation Stage (EYFS).
- Applying inclusive strategies that support children’s participation, confidence and progress within the mainstream nursery environment.

Where children have SEND needs, decisions about support are based on each child’s individual profile and are made in partnership with parents/carers, the SENDCo and relevant professionals.

The development of the ARP reflects Moorlands Primary School's continued commitment to inclusion and our determination to ensure that all children, including those in the nursery setting, receive appropriate support to develop, learn and thrive.

19: Link to the schools websites SEND information or policy page.



<https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>

Ratings

Disclaimer

This information has been collected from third party providers therefore the Reading Services Guide, Reading Borough Council (RBC) cannot accept responsibility for the accuracy of this information and recommends that parents, carers, young people, residents and professionals check with providers regarding DBS (Disclosure & Barring Service), OFSTED registrations and CQC registrations. Information collected by Reading Service Guide; is used solely to implement and supply the Family Information Service (FIS), Special Educational Needs & Disabilities - Reading's SEND Local Offer, Adults & Carers Support Group, Children & Young Peoples Disability Register and the Best Start in Life Family Hubs.

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