



# SEN+D Report 2024-2025





## **ETHOS**

At Wentworth Nursery School and Children's Centre, we believe it is essential to provide each child with a safe, nurturing, well-balanced and challenging education within an inclusive environment. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEN+D) receive their entitlement to an exciting, rich and accessible curriculum.

Our ethos promotes for all pupils to be provided with the best possible outcomes in preparation for life-learning. We believe it is important that all children feel safe enough to be curious, confident learners able to take risks in a challenging environment.

Each child's learning is integral to all that we do and we have appropriate high expectations of what all our children, with support can achieve.

## **SENCo**

Named SENCo is Farzana Chowdhury

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## SEND SCHOOL PROFILE

Current SEN+D Profile (information based on April 2025 school roll information)

91 pupils on school roll, including 2-Year-olds (April 2025)

22 Pupils on SEN+D Register (24%)

Female	Male	EAL	EYPP	Safeguarding	WB	BRCB	BAF	Full Time	Part Time
9	13	9	9	1	3	2	6	6	16

Pending EHCP	Due to have EHCNA Assessment	My Support Plans	Cause for Concern	Speech and Language	Autistic Spectrum	Sensory and / or Physical Needs
3	4	15	4	22	7	15

**CIN** Child in Need

**EHCP** Education, Health and Care Plan

**EAL** English as an Additional Language

**EYPP** Early Years Pupil Premium

**CIN** Child in Need

**WB** White British

**BRCB** Black Caribbean

**BAF** Black African



## PROVISION

### Joint Working

All children identified on the SEN+D register receive additional support. This is outlined termly by the SEND team and Multi Agency Professionals (MAP) led by the SENCO. The Multi Agency Professionals include Speech and Language Therapist and Educational Psychologist. These meetings outline any support and strategies to implement in addition to quality teaching.

SENCo and SEND team in conjunction with the child's keyworker, write an intervention plan, clearly outlining the pupil's learning priorities and strategies to help achieve the outcomes.

Learning Support Assistants use these plans to deliver daily intervention sessions. This year we have placed a greater emphasis on collaborative inclusive practise, which involves the interventions sensitively weaved into the children's play using the wider provision as well as focused groups. These interventions are regularly reviewed by the SEN+D team alongside with the keyworker and the next stage of the progress is planned for. Children on the SEN+D register is regularly observed by the SEND team, observations and recommendations are immediately shared with practitioners to support teaching and learning. Observations are also shared immediately using tapestry online observation tools.

All teaching and learning are reviewed on a daily basis, ensuring children with SEN+D are targeted and making progress.

### Parent Partnership

Parents and carers are invited to Support Plans to meet with the SENCo, Keyworker as well as the Speech and Language Therapist to review their child's learning and celebrate their achievements. The school has an ethos of ensuring parents are made to feel welcome, comfortable, giving them a platform to be honest and voice any concerns they may be experiencing.

### Additional Information

Information on children and strategies is then shared and updated weekly with Learning Support Assistants (LSA). The school also conducts Individual Needs weekly to update all staff on relevant information as well as allow staff to raise concerns on any pupils learning and progress.





## **STRATEGIES USES TO SUPPORT ALL CHILDREN INCLUDING THOSE WITH SEND INCLUDED:**

At Wentworth, the staff use a multi-disciplinary approach when teaching children. Below are the main strategies used with all children:

- Working closely with parents
- Modelling language in context
- Concrete, engaging learning activities
- Structured turn taking and collaborative play.
- Repetition and continuation of learning activities
- Inclusive and enabling learning environment.
- Use of visual supports to aid understanding.

## **INTERVENTIONS**

- 1:1 Adult Support
- Daily Complex Needs Attention and Interaction Group
- Autism Language Group
- PECS (stages 1-4) in nursery
- PECS at home with parent/carers supported by SaLT
- Daily Sensory and Physical Learning Opportunities
- TEACCH Table
- Small Structured Motivating Groups.
- All About Me book – a large book with photos of the child participating in meaningful learning experiences.
- Colourful Semantics (language strategy to develop language acquisition)
- Home Learning Packs - specific to pupil's needs
- Intensive Interaction
- Play parenting – following child's interest.
- Modelling language in context
- Rough and Tumble

## **TRAINING CPD 2024-2025**

### **Disability Equality**

Richard Rieser from Commonwealth Disabled People's Forum delivered training for teaching staff in January 2025

### **Emotional Regulation Training**

Donna Davis (Learning Support Assiatnat) delivered training on the up to date good practice for teaching team in January 2025.

### **Circumstantial Mutism – by Beth Barsby Speech and Language Therapist February '25**

Hackney Speech and Language Team delivered training to the teaching team in February 2025

## **PARENT WORKSHOPS 2024-2025**

- Meet SEND Team – October 2024
- Applying to Primary School - October 2024
- Q&A with SEND Team – January 2025
- Going to Primary School – June 2025