Robert Owen Nursery School

Special Educational Needs (SEN) and Disabilities Policy, Information Report and Local Offer

Last reviewed: September 2026 ***Next review: September 2027***

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report

1. Introduction

Inclusion is fundamental to the ethos of Robert Owen School. We serve a richly diverse community and have a higher proportion of children with special educational needs and disabilities (SEND) than is the case nationally.

At Robert Owen, we recognise and value learning differences. As a maintained nursery school, we aim to be responsive to the unique needs of all our children and have consistency in our provision and approaches in each classroom and across the school. We know that children respond positively to high expectations - we are ambitious for each and every child, whatever their starting points, learning differences or circumstances. We believe that positive relationships and a caring ethos are the basis for great learning. This vision is supported by our five core values - Inclusion, Nurture, Ambition, Empowerment and Collaboration - which underpin everyday school life.

This document was originally written by the nursery school's Special Educational Needs Coordinator (SENCO) with the SEN Governor, in liaison with the staff team and a group of parents of children with SEN. It is reviewed annually and published on the school website.

2. Aims

At Robert Owen, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and become lifelong learners. We are an inclusive school which values individuality and celebrates differences, and we aim to foster a culture in which all children respect and value themselves, each other and the diversity of their school community. We aim for all children with SEN and disabilities at our school to achieve the best possible outcomes by:

- Raising the aspirations of and for children with SEN and disabilities.
- Identifying and providing for children who have SEN and disabilities at the earliest stage possible.
- Recognising and celebrating their strengths and achievements
- Working collaboratively with children, parents/carers, colleagues and outside agencies.
- Creating a suitably-resourced inclusive and creative environment.
- Ensuring a high level of staff expertise to meet children's needs, through well-targeted continuing professional development.
- Enabling all children to have full access to the school curriculum through reasonable adjustments.
- Ensuring a curriculum that meets their needs.
- Ensuring support for children with medical conditions, in consultation with health and social care professionals, so these children are included in school activities.

3. Definitions

What are Special Educational Needs (SEN)?

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age and/or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

4. Roles and responsibilities

Who is responsible for SEND at Robert Owen Nursery School?

At Robert Owen all teachers are teachers of children with special educational needs. We also have a skilled and dedicated team of Early Years Assistants and Early Years Practitioners.

The work of our staff team is overseen by a **Special Educational Needs Coordinator** (SENCo) called Rosi Mahoney. Rosi can be contacted by phone or email:

- Telephone: 020 8858 0529.
- Email: senco@robertowen.greenwich.sch.uk

Our Executive Headteacher, Jo Graham, and Head of School, Hannah Ponting, have overall responsibility for SEN and our SEN governor monitors this provision.

Together, we aim to secure special educational provision for children for whom this is required:

Class teachers are responsible for:

- The progress and development of every child in their class.
- Ensuring that all children have access to high quality teaching and learning and that the curriculum is adapted to meet children's needs (also known as differentiation).
- Working closely with classroom staff and specialist agencies such as Speech and Language Therapists, Educational Psychologists, Physio, OT and/or the Social Communication Outreach Team, to plan and assess the impact of support and interventions.
- Working with the SENCo to review each child's progress and development and decide on any changes to provision. This will include writing and reviewing Personal Learning Plans (PLPs), risk assessments and/or timetables of support, and sharing these with parents/carers termly.
- Ensuring that all members of staff working with SEN children in school are aware of a child's needs and the adjustments needed to enable their inclusion.
- Ensuring that the school's SEN Policy is followed.

Early Years Assistants support the work of class teachers:

In line with the Early Years Inclusion Fund guidance, an EYA may support a child with significant special educational needs under the direction of teachers and with the oversight of the SENCo. This may include 1:1 support for particular times when a child would benefit, e.g. lunchtimes, transitions, as well as small group adult support such as during interventions

The SENCo is responsible for:

- Working with the Executive Headteacher, Head of School and governors to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of the SEN policy and the coordination of specific provisions made to support individuals with SEN, including those with EHC plans.
- Being an advocate for those children with SEN.
- Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching, including developing awareness of areas such as Social Communication Needs, ASD, Sensory Needs and they coordinate training to support this.
- Advising on the graduated approach to receiving SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Being a point of contact for external agencies, especially RBG and its support services.
- Liaising with primary schools/next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all children with SEN up to date - the SEN register (a system for ensuring all the SEN needs of pupils in this school are known)

- Overseeing the transition of new children with a high level of SEND into the school.
- Ensuring that parents/carers are:
    - supported in developing an understanding and awareness of any newly identified needs
    - supported in knowing and accessing what services are available, including applying for Disability Living Allowance.
    - involved in supporting their child's learning
    - kept informed about the support their child is receiving in school
    - involved in reviewing how their child is progressing
    - part of planning ahead for their child
    - able to develop their understanding of aspects of Social Communication Needs and other areas of SEN.

The Executive headteacher and Head of School are responsible for:

- Working with the SENCo governor to determine the strategic development of the SEN policy and provision within the school.
- Delegating day-to-day responsibility for SEN to the SENCO and teachers, whilst maintaining overall responsibility for the provision and progress of children with SEN and/or a disability.

The SEND Governor is responsible for:

- Helping to raise awareness of SEN issues at governing body meetings.
- Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the governing body on this.
- Working with the Executive headteacher/Head of School and SENCo to determine the strategic development of the SEN policy and provision in the school.

5. Admissions

What are the arrangements for the admission of SEN and disabled children?

Admissions for all children, including those with special educational needs and disabilities, are made via the nursery school. Parents/carers can contact our school office for more information. Admissions for children with special educational needs and disabilities are often initiated and supported through the Early Years Inclusion Team and therapists, e.g. Physiotherapists.

When an admission form indicates that a child has a special educational need or disability, it is passed SENCO. The SENCO will contact the family to arrange a visit to the school and meet with the parents,/carers and child. This meeting helps the school gain a thorough understanding of the child's specific needs and establish the required support before their start date. It also allows the nursery time to prepare effectively, which often involves reaching out to involved external professionals for updates and advice, or initiating their involvement to support a smooth transition.

We follow the child's lead and collaborate with parents to establish a suitable settling-in process. This

may include a gradual, stepped approach to build up the child's hours over time, allowing the child and staff to form strong, supportive relationships. The SENCO, Head of School, class teacher, and parents will continuously review the settling-in progress to help the child move toward attending their full allocated hours as soon as they are ready.

6. SEN Information Report

(6.1) What kinds of SEN are provided for at Robert Owen Nursery School?

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with special educational needs and/or disabilities and are supported by the Royal Borough of Greenwich to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of children with SEN being met in a mainstream setting wherever possible, where families want this to happen. This document outlines how children with SEN are specifically supported at Robert Owen Nursery School.

We are a Maintained Nursery School. We have strong links with the other 3 Maintained Nursery Schools in Greenwich, the Early Years Inclusion Team and Oxleas Therapy Services. We have regular visits and support from the Social Communication Outreach Team, the Educational Psychology Service, Speech and Language Therapy and CAMHS (Child and Adolescent Mental Health Service).

The types of SEN we support in our school include, but are not limited to, the following:

1. **Communication and interaction -** speech, language and communication needs (SLCN), social communication difficulties, autistic spectrum disorder (ASD)
2. **Cognition and learning** - specific, moderate or severe learning difficulties and profound or multiple learning difficulties
3. **Social, mental and emotional health** - attachment difficulties, social and emotional difficulties, mental health issues, attention and hyperactivity difficulties
4. **Sensory/physical** - visual impairment (VI), deafness, multi-sensory impairment (MSI/deafblind), physical disability (PD)

(6.2) How does the school identify children with SEN and assess their needs?

Children's needs may be identified when it is noted that they have not made adequate progress or are not at expected levels:

The school assesses each child on entry and their progress is measured through formative assessments (e.g. observations made whilst interacting with children in their play) and summative assessments (such as assessing whether children are showing typical development for their stage).

Class teachers will identify those whose progress:

- ❖ is significantly slower than that of their peers starting from the same baseline

- ❖ fails to match or better the child's previous rate of progress
- ❖ fails to close the attainment gap between the child and their peers
- ❖ widens the attainment gap

Progress is primarily considered across the prime areas of learning and, for older children, across all areas of learning.

Some children may start with assessments and involvement from agencies already in place and in this case a Transition Meeting involving all the professionals will take place to ensure that adaptations and any support necessary is in place. The SENCO may have already or will be in the process of applying for support funding.

Children's needs may also be identified via a parent or staff referral:

- A parent/carer may share a concern or observation about their child with a member of staff. This information will be passed to the class teacher or key worker.
- Similarly, a member of staff may identify a concern about a child or a need as part of day-to-day classroom practice or when working with a child in another capacity (e.g. at breakfast or tea). If this has been raised by a member of staff who is not the class teacher, this information will be passed to the class teacher.

All concerns noted by any member of staff/raised by parents are recorded and the SENCo involved.

Assessing the need:

- In the first instance, the class teacher will usually meet with the parent/member of staff/SENCo to discuss the concern in more detail.
- Review Meetings often identify targets for children to work towards and steps for class teachers to take.
- Next steps may include:
  - ❖ putting additional measures in place such as adapting the environment and activities on offer
  - ❖ completing a risk assessment
  - ❖ planning for targeted interventions throughout the day such as the Sensory Circuit or Intensive Interaction.
  - ❖ Using Visual Support such as objects of reference, picture or symbol cues, a Visual Timetable or Now/Next Board
  - ❖ Referral to another agency such as Social Communication Outreach Team, Speech and Language Therapy, Community Paediatrician

We recognise that the identification and assessment of the special educational needs of children whose first language is not English requires particular care. The fact that the first language is not English does not in itself constitute a Special Educational Need. We will look carefully at all aspects of the child's performance especially at home and how they are managing in their home or first language. This will involve discussions with the child's parents/carers and if necessary a referral to the Speech and Language Therapy Service can be made.

Following a review of the steps outlined above and a discussion with the parents/carers, the child may be **added to the school's SEND register**, under the category of '**SEN Support**'. Parents will be fully involved in the decision as to how their child's needs will be supported and this will be outlined on a Personalised Learning Plan (PLP). They will be informed if their child is included on the SEND register.

The SEN register is reviewed and updated throughout the term by the SENCO. Review meetings are held with parents, at least termly, to review the progress their child has made against the targets outlined on their PLP.

(6.3) How do we involve and consult children and parents?

At Robert Owen we aim for all children to be happy and confident within the nursery. By the time they leave Robert Owen we want them to be resilient and independent learners who are curious, imaginative, communicative, sociable, adventurous, persistent, problem-solvers. We also want them to have agency and a voice - knowing they can have a say and that they will be listened to. Staff regularly record observations through Tapestry. From the start, parents and carers have a link to their child's Tapestry. We value the significant role parents/carers have in their child's development and their unique knowledge of their child.
We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- everyone develops a good understanding of the child's strengths and difficulties
- we take into account any concerns the child and/or parent may have
- everyone understands the agreed outcomes sought for the child
- everyone is clear what the next steps are

For children with identified special educational needs, we involve and consult children and parents in the following ways:

- Parents are always notified when it is decided to place a child on the SEN register and the reasons for this decision are explained.
- We write PLPs in consultation with all agencies involved and following the recommendations of therapists, we share targets with parents/carers, consulting with them about strengths, needs and ways forward each term.
- If necessary and with parents consent, additional funding for support can be sought through the Early Years Inclusion Fund. The SENCO makes this application and carries out regular reviews, which takes place every 12 weeks after the application is agreed.

- A Profile of Need may be started, particularly if additional support is funded and accessed through the EYIF.
- A home/school contact book or regular phone calls home may be used to support communication with parents.

(6.4) How do we assess and review children's progress towards outcomes?

We follow the graduated approach using the '**Assess, Plan, Do, Review**' cycle.

The class teacher will work with the SENCo in the review of the child's needs and the impact of interventions and support. This will involve:

- the teacher's/key person's and parent's assessment and experience of the child;
- review of the PLP, timetable of support, any risk assessment or EHCP;
- updating the One Page Profile;
- teacher and key people assessments
- any advice from external agencies
- the child's views and the views of the child's parents
- The child's progress and attainment

Where there is a need for a continued or high level of support, this Profile will be reviewed and added to termly.

Children who are on the SEN register will have a Personal Learning Plan which is specific to the individual, capturing a snapshot of the child, their identified needs, desired outcomes and strategies to enable them to progress. These outline the details of any provision/intervention for the child which is beyond that which is usually provided for all children as part of quality first teaching - what this will be, how and when this will take place and the resources needed to support this. Targets are SMART - Specific, Measurable, Achievable, Realistic and Time-bound. PLPS are sent home to parents each term and are signed when they are reviewed at the end of the term so their impact can be measured; parents and children are involved in this process. Following the review, a new PLP is created to ensure the targets reflect the child's progress.

All teachers and staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

(6.5) How do we support transition?

We recognise that transitions (moving from one school to another) may be difficult for a child with SEN and we put a transition plan in place to make sure the child transfers successfully with the necessary support.

If a child with SEN starts at our school:

- They will be invited to visit the school with their parents beforehand and meet the SENDCo.
- Parents will have a home visit with the class teacher to share information about their child. The SENCo may attend this meeting if appropriate.
- If a child with SEN has attended another setting (e.g. school or nursery), information will be received from there. In some circumstances a meeting will be arranged between our SENCo and the other setting and/or staff may visit the previous setting.
- If other professionals are involved, a team around the child (TAC) meeting will be held to discuss the child's needs, share strategies used and ensure provision is in place before the child starts.

If a child is moving from Robert Owen to another school, before Reception age:

- We will contact the new school's SENCo to pass on any special arrangements or support that need to be made for a child.
- We will ensure that all records about a child are passed on as soon as possible.

(6.6) What is our approach to teaching children with SEND?

At Robert Owen, all teachers are teachers of SEN, and all classroom staff have a shared responsibility for SEND children. As such, all children in school benefit from '**high quality first teaching**'. This means that teachers and support staff have the highest possible expectations for all children in their class and they adapt their teaching to ensure all children can access this. The curriculum builds on previous learning and a range of strategies and methods are used to engage children in the learning process, such as adapting resources for a particular child. We also provide targeted interventions for some children and adapt our curriculum and learning environment as required. See below for more details.

(6.7) How do we adapt our curriculum and the learning environment?

Teaching and learning at Robert Owen is inclusive and all staff have an understanding of a range of SEND needs. In adapting our curriculum and the learning environment, we aim to ensure children can access their learning as independently as possible.

We make the following adaptations to ensure children's needs are met:

- Differentiating the curriculum, for example by providing small group support or adapting different teaching styles.
- Adapting resources and staffing: For example some children with more complex and lifelong SEND needs may have some specified time with an assistant to support them in interventions or small groups.
- Using recommended aids, such visual timetables, now/next boards, and using Assistive Listening Devices (ALDs) to support access for children with hearing impairments.
- Adapting our teaching, for example by giving a child additional processing time to respond to questions, simplifying language used or using a greater amount of sign language.

(6.8) What additional support for learning is available?

Targeted support/interventions: Some children receive targeted support to address gaps in their learning or to address specific needs. This support may also be referred to as an 'intervention group' and may be 1:1 or in small groups. It could be led by an assistant, Early Years practitioner or the teacher. This takes place inside the classroom or outside the classroom, e.g. in the Sensory Room.

Examples of interventions or additional support which may take place 1:1 or in small groups at Robert Owen are:

- Sensory circuit
- Attention Bucket
- Intensive interaction
- Small Talk

Inclusion fund: If necessary, and with parents consent, additional funding for support can be sought through the Early Years Inclusion Fund. Support can take the form of special equipment, training for staff, or some 1:1 or group/paired based support and intervention. The SENCO makes this application and carries out regular reviews, which takes place every 12 weeks after the application is agreed.

Specialist support: Some children are identified as needing specialist input (in addition to quality first classroom teaching and in addition to or instead of intervention groups). This type of support is available for children with specific barriers to learning that cannot be overcome through high quality whole class teaching and/or intervention groups.
In this instance, referrals will be made to outside agencies to advise and support the school in enabling a child to better access the curriculum and make progress. Examples of the specialist outside agencies we refer to are RBG's Sensory Team, Speech and Language Therapist (SALT), Educational Psychologist (EP), CAMHS (Child and Adolescent Mental Health Service), Deaf CAMHS, Waterside Outreach (behaviour support), ASD Outreach and Occupational Therapy (OT).

Before referring to external agencies, the school will discuss with parents the reasons for a referral and how it will help, and seek their permission.

Specialist professionals can help the school and parents/the child to understand a child's particular needs better. After working with a child, they will make recommendations which may include:

- making changes to the way a child is supported in class;
- support to set targets which will include their specific professional expertise;
- involving a child in a group activity, run by school staff, under the guidance of the outside professional, e.g. a social skills group, sensory circuit, speech and language therapy;
- a group or individual working directly with an outside professional, e.g. speech and language therapy..

Specified individual support:

- **This is provided via an Education, Health and Care Plan (EHCP).**

This type of support is available for children whose learning needs are severe, complex and lifelong and need a particularly high level of individual and small group teaching (as a guide, more than 20 hours per week), which cannot be provided from the resources already delegated to the school.

- This would mean:
  - The school (or parent) requesting that the Local Authority (LA) carry out a statutory assessment of a child's needs. This is a legal process and parents can find more detail about this in the LA's Local Offer, on the Royal Greenwich website: www.royalgreenwich.gov.uk

  - School, parents and the child, working together to complete a profile of the child's aspirations and needs over time. The school will then meet with the parent and other professionals involved, and decide if it would be helpful to apply for a statutory assessment. They will also agree to any additional information and evidence that should be included from parents, other professionals involved and the school.

  - After a request has been submitted to the Local Authority, they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.

  - If this is the case, they will ask parents and professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue/adapt the support that is already in place.

  - After the reports have all been received, the Local Authority will decide if the child's needs are severe, complex and lifelong and that they need more than 20 hours of support per week in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

  - The EHC Plan will outline the level of funding that your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

  - An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child.
  - The EHC Plan is reviewed annually or bi-annually (for children under 5) to ensure that it is still 'fit for purpose'. Parents, teachers and external professionals will be invited to

a meeting to discuss the child's progress made towards the targets set.

- Usually, if a child requires this high level of support, they may also need specialist support in school from professionals outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need) or from outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or CAMHS.

(6.9) What is the expertise of staff and how is training provided?

Our SENCo and the team of teachers and Early Years Practitioners and Assistants are dedicated practitioners who are experienced in working with children with SEN. Our SENCo is allocated leadership time to manage the SEN provision at our school.

Our staff are currently supported through link workers from outside agencies including a Social Communication Outreach Worker, Speech and Language Therapists, the Sensory Team (Vision and Hearing), the Move Team (Physiotherapy) and the Educational Psychology service. Some practitioners also have training to enable them to deliver Attention Bucket activities, Interactive Music Making Therapy and Small Talk Activities.

Whole staff, small group and individual training takes place to share and deepen knowledge, strategies and experience of SEN and disabilities, such as ASD and Social Communication difficulties. Students and new teachers (Early Career Teachers, previously known as NQTs) are supported by a mentor who is an experienced teacher.

Staff have and continue to receive support on strategies for individual children from Social Communication Outreach, Speech and Language and Educational Psychology.

(6.10) How do we evaluate the effectiveness of SEN provision at our school?

We evaluate the effectiveness of SEN provision at our school in the following ways:

- Children on the SEN register have PLPs (see above) which are reviewed at least termly.
- Children with a high level of need may receive funding through the Early Years Inclusion Fund and their provision is reviewed termly. If there is a need for the higher level of funding to continue, an application for an EHC Plan will be made and, if there is an EHCP, this will have a statutory review (bi-annual for children under five years old) - copies of review documents are sent to RBG.
- The SENCo monitors the quality of the provision by observing teaching and learning and monitoring PLPs.
- Progress of children with SEN is reviewed in termly review meetings or TACs (Team around the Child) with the SENCo, class teachers, parents and, where possible, other professionals who are involved in the child's provision. The impact of PLPs are reviewed and recommendations for next steps and ways forward will be made.

- The SENCo and Head of School monitor the movement of children on and off the SEN register and provide governors with regular summaries of the impact of the policy on the practice of the school. In addition, our SEN governor visits the school regularly to monitor the provision and its impact, reporting her findings to the full governing body.
- The governors carry out a parent survey each year.
- Senior leaders gather the views of children during learning walks and when talking to children informally.
- Children with SEN are supported in 'having a voice' and making choices through the use of strategies such as objects of reference and the use of visuals.

(6.11) How do we enable children with SEN to engage in activities available to those in the school who do not have SEN?

We are an inclusive school where all children with SEN can enjoy the same activities as other children in our school; children are not excluded from taking part in activities because of their disability or special educational need. For example, all our children have access to Forest School.

Access arrangements are provided in the classroom for children with SEN and disabilities, and staff have visual cue cards on key rings and Now/Next Boards. Other examples include a visual timetable to support all children, movement breaks/Sensory Circuits, as well as quiet time in the sensory room or classroom breakout rooms (Nest).

Through our curriculum, resources and environment, we raise awareness of differences and disabilities and foster acceptance and celebration of diversity.

Staff are trained in supporting children with medical needs such as diabetes.

Our nursery classrooms are on ground floor level with a large, accessible and well-equipped outside area.

Whilst the Quaggy Children's Centre (CC) is no longer on site, parents/carers are still signposted to a range of activities and support services offered by them. The Robert Owen Nursery School Accessibility Plan can be found on the school website.

(6.12) What support do we provide for improving children's emotional and social development?

We believe that children learn best when their emotional needs are being supported and they feel a sense of belonging and of being 'held' by the adults. We support all our children to become independent and resilient, to face challenges and learn from their mistakes so as to provide them with the characteristics for great effective learning.

All teachers teach and support children's Personal Social and Emotional Development (PSED) throughout the day. Additionally, our curriculum core experiences provide children with enriching experiences that help develop their PSED. These include Forest School, Drama, and story times. From time to time, children may need additional support and staff are skilled at running interventions such as Interactive Music Making and Small Talk to provide early intervention.

We know our children well and work hard to build positive attachments with them. All staff support children in recognising, naming and managing their emotions. For example, we regularly focus on this in our PSED topics and use visuals to support children in communicating how they are feeling. Children are encouraged to ask for help if they need it and are taught strategies to help them manage situations that they may not like and to self-regulate. We have a zero tolerance approach to bullying and child-on-child abuse.

For many years, Robert Owen has commissioned a CAMHS project which provides support for a small group of parents/carers and supervision for staff. Parents and staff benefit from the expertise of a CAMHS worker who helps them to better understand the children's needs and manage their needs. Staff can refer children to this project via the SENCo.

(6.13) How do we work with other agencies?

Robert Owen Nursery School values the expertise and input of outside agencies. We have strong relationships with a range of other professionals and services and work closely with them to ensure the best possible outcomes for SEN children.

Directly funded by the school:

- CAMHs
- Social Communication Outreach Project
- Additional Speech and Language Therapy input to provide a higher level of service to the school

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures)

Voluntary agencies/charities:

- Greenwich Parent Voice (GPV)
- Greenwich Association for Disabled People (GAD) in association with Greenwich Mencap

The SENCo may refer a child to an outside agency for further assessment, support or advice. Parent/carer's permission will be sought. Any advice given by professionals will be taken into account when planning to meet a child's need and will feed into their PLP.

Professionals regularly visit the school to work with a child and offer specialist support and advice to parents/carers and staff.

(6.14) How can I raise a concern or complaint about SEN provision at the school and how can I contact them?

A concern or complaint can be made in person, in writing or by telephone. This may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

In most cases, concerns can be dealt with informally by raising the issue with a child's class teacher. The member of staff may feel it appropriate to refer the complainant to a more senior member of staff who will try to resolve the concern informally. The matter may also be referred directly to the Head of School at any time.

- Parents/carers see and can speak to their child's class teacher or key person at drop off or pick up every day or can also agree to meet at any mutually agreed time. In addition, when calling, parents/carers can be put through to the rooms to share brief pieces of information that they may have forgotten at the door or to check in on their child if they have had a trickier time settling.
- Assistants and Early Years Practitioners have a very valuable role in a child's education and we welcome regular dialogue between them and parents. Though if parents/ carers have specific questions regarding their child's learning then we often find that arranging a designated time to talk to the teacher with the SENCo and key person means that a fuller conversation can be had.
- Our Head of School and SENCO are often available at the start and end of the sessions or can be contacted via the school office - Telephone: 020 8858 0529 or email: info@robertowen.greenwich.sch.uk or senco@robertowen.greenwich.sch.uk

If the issue remains unresolved, the complainant may raise their complaint formally. The procedure for making a formal complaint is outlined in our Complaints Policy which can be found on the school website.
If a parent/carer has a complaint related to the statutory assessment of Special Educational Needs, this should be made to the Royal Borough of Greenwich.

(6.15) What support services are available for parents of children with SEN?

We like parents to talk to their child's class teacher regularly so we know what they are doing at home and we can share with parents what we are doing in the nursery. This will help support a consistent approach to supporting the child and develop an understanding of what is working well in both settings.

Class teachers and the SENCo are available to meet with parents to discuss their child's progress or any concerns/worries parents may have. PLPs are reviewed each term, and EHC Plans twice a year with parental involvement.

All Robert Owen children have a **Tapestry** login and parents are able to access their own child's page. Each Child's Tapestry will have observations of their activities and interests. Parents/Carers are able to comment and contribute to their child's Tapestry record.

Parents are encouraged to contact the SENCo for support and advice regarding their child's SEN. The school can signpost parents to further support and information, e.g. links to voluntary organisations like Greenwich Parent Voice (a charity supporting parents of children with SEN in Greenwich). If a child is undergoing statutory assessment, parents will also be supported by the Children's Services SEND Team. They will ensure that parents fully understand the process.

Information from outside professionals may be discussed with parents directly, or where this is not possible, in a report. The SENCo will also arrange to meet with a parent to discuss any new assessments and ideas suggested by outside agencies for a child.

Where possible, we offer training, coffee mornings/afternoons, workshops and other information specific to children's SEN and disabilities, for all parents of children in our school. Previous offers have included speech and language therapy and Social Communication Project Outreach.

(6.16) What is the Local Offer?

Every local council in England must write down what help there is in their area for children and young people with special educational needs or who have a disability (SEND). This is for everyone to read and is called the Local Offer. Greenwich is a Pathfinder Borough which has committed to developing the Local Offer and other aspects of Special Educational Needs reform. You can read the Greenwich local offer at: https://www.royalgreenwich.gov.uk/send/about-our-local-offer

Many Greenwich schools, including Robert Owen Nursery School, contributed to the writing of this document when it was originally written.

(6.17) How does our school make special arrangements for Looked After Children (LAC) with SEND?

We consult with the virtual school headteacher as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package for each child.

We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.

We ensure Early Years Pupil Premium funding is being used effectively. See the Early Years Pupil Premium Strategy on our school website for more details.

The SENCo ensures that training and policies are supportive of Looked After Children with SEN and disabilities. The Designated Governor for LAC works to ensure provision is enabling LAC with SEN to make good progress.

(6.18) What are the levels and types of SEN within the school?

Figures as of September 2026 (*These will be updated following the October 2026 Census).

- 21 children are on the SEN register as requiring some form of provision (this is 16.5% of our school roll).
- 4 children were receiving support funding through the Early Years Inclusion Fund, with a further 4 children identified to process applications.
- 5 children have been identified to process an EHCP application before they start Reception in September 2027
- The primary needs of our 21 SEN children were:
  - Speech, language and communication needs:
  - Social Communication and Interaction Needs

7. Supporting children at school with medical conditions

Robert Owen Nursery School recognises that children at nursery with medical conditions should be properly supported so that they have full access to education including school trips and physical education.

- Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some may also have SEN and may have an EHC plan.

The SENCo liaises with the community nursing team and health visitors, regarding children who have medical conditions, to ensure their needs are being met. The nursing team and health visitors will write care plans and provide training and advice to staff when necessary. Care plans which have emergency procedures to follow are shared with all relevant staff and a copy is kept in the school office. Care plans will be written in consultation with parents.