



LOCAL OFFER  
Special  
Educational  
Needs &  
Disabilities (SEND)  
READING



## SEN Information Report / Local Offer Submission 2020/2021 (all schools)

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Please submit your responses to [localofer@reading.gov.uk](mailto:localofer@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Norcot Early Years Centre

Address: 82 Lyndhurst Road, Tilehurst, Reading, RG30 6UB

Telephone: 0118 937 5577

Email: [admin@norcot.reading.sch.uk](mailto:admin@norcot.reading.sch.uk)

Website: [www.norcotearlyyearscentre.co.uk](http://www.norcotearlyyearscentre.co.uk)

Ofsted link: [www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109751](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109751)

Head teacher: Mrs Katarina Bingham

SENCo: Name: Mrs Karen Hewitt

Contact: [khewitt@norcot.reading.sch.uk](mailto:khewitt@norcot.reading.sch.uk)

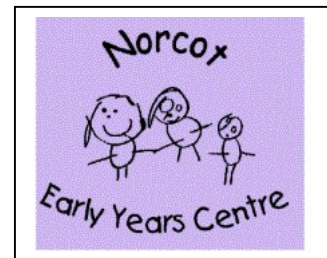
Date of latest Accessibility Plan: November 2019

Date completed: May 2020

By whom:

Name: Karen Hewitt

Role: Teacher/SENCo



**Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.**

**\*School to provide a general statement about what the school provides in box below**

**General Statement** - At Norcot Early Years Centre we believe that all children have the right to be treated with equal respect and dignity, regardless of any disabilities or needs that they might have. We recognise the need to make the Centre accessible to all families who would make use of its facilities, and we strive to be a setting that engenders a keen desire to learn within all of our children.

	Regulations		School Response
1	<b>The kinds of special educational needs for which provision is made at the school</b>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>We cater for children with a range of SEND needs. These include: Autism, Downs Syndrome, Social and emotional difficulties, Speech and Language, Developmental delay, visual/hearing impairment, Behaviour difficulties, ADHD etc.</p>
2	<b>Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND</b>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all 7 areas of the curriculum and identifies individual children who are underachieving. We support these children individually or in a group with a specific focus. Our staff are vigilant at raising any concerns they may have with SENDco and concerns form is completed. As well as the data, we use other forms of assessments such as observations and parental input. All these information enables us to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to their key worker about any concerns they have or to talk to the SENDco.</p>
3.	<b>Information</b>	Where can I find	All SEND information (SEND

	<p><b>about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b></p>	<p>information about the school SEN Policy?</p>	<p>policy, SEND Information Report, Accessibility Report and our Local Offer) can be found on our website <a href="https://www.norcotearlyyearscentre.co.uk">https://www.norcotearlyyearscentre.co.uk</a>. Hard copies can be obtained from our school office.</p>
<p><b>3a.</b></p>	<p><b>How the school evaluates the effectiveness of its provision for such schools</b></p>	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>Our governors play an active role in monitoring the quality of our special educational needs provision. As does the Head teacher, Senior Management team and SENDco. We have high expectations of all our teachers and practitioners in meeting a range of needs. All interventions we put in place are research informed and evidence based and are measured to monitor impact and attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the children, their families and other professionals. All our additional support programmes are overseen by the SENDCO. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have number of policies in place which are updated regularly. Our Behaviour Policy; which includes guidance on expectations, is fully understood and in place by all staff, we focus on positive behaviour. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Child's voice is central to our ethos and we encourage them to express their views and</p>

			opinions in a variety of ways.
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>We have regular IEP review meetings as well as progress meetings with parents/ carers which helps us to monitor the progress and reflect on the next best steps. Any professionals who are involved with the child/family are welcome to attend these meetings e.g. family worker, portage. All our teachers and practitioners are clear on the expectations of provision. This is monitored regularly by the leadership team.</p>
<b>3c</b>	<b>The school's approach to teaching pupils with SEND</b>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>In our newsletter and on our website we regularly share information about the curriculum and we encourage parents to support their child's learning through additional activities outside the school. Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum. We identify the areas in which a child needs support and provide relevant support. We record current observations on Tapestry for parents to view.</p>
<b>3d</b>	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum including activities outside the nursery. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. We provide 1:1 support if necessary. If needed, parents/carers are consulted and involved in planning of the activity. Our Accessibility Plan is robust and we continually remind staff about the Equality Act 2010. We value and respect diversity in our setting</p>

			and do our very best to meet the needs of all our learners. We have easy access to the disabled toilets.
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Adaptations are made as and when necessary. Adaptions may be made to the planning, for example by having differentiated learning outcomes, or to the environment for example by ensuring resources are appropriate and the physical environment is accessible, or the level of support your child receives for example they may have an additional adult to support them.</p> <p>Our Accessibility Plan is robust and we continually remind staff about the Equality Act 2010.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all out learners. We have easy access to the setting disabled toilets</p> <p>We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.</p> <p>Should additional support be required, this is undertaken after consultation with the relevant staff and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. During IEP meetings, additional and/or outside support may be discussed if appropriate e.g. additional funding, Educational Psychologist, Speech and Language etc</p>
<b>3f</b>	<b>Activities that are available for pupils with SEND in</b>	<p>What social and extra-curricular activities are available for students with</p>	<p>Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum including activities outside the nursery.</p>

	<b>addition to those available in accordance with the curriculum</b>	<p>SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. We provide 1:1 support if necessary. If needed, parents/carers are consulted and involved in planning of the activity.
<b>3g</b>	<b>Support that is available for improving the emotional and social development of pupils with SEND</b>	What support will there be for my child's overall well-being?	<p>We recognize that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The Emotional Health and Wellbeing of all our pupils is very important to us.</p> <p>We have a robust Safeguarding and Child Protection Policy in place, following National and LA Guidelines.</p> <p>We have a robust Behaviour Management Policy, Inclusion Policy and Teaching and Learning Policy in place.</p> <p>The Head Teacher, Deputy Head Teacher and all staff continually monitor the Emotional Health and Wellbeing of all our pupils. Intervention and Focus groups, focusing around social and emotional development are set up as required and reviewed regularly.</p>
<b>4.</b>	<b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If you have any concerns or worries about your child then please speak to your keyworker initially. If you have any concerns or questions regarding SEND then please speak to our SENDCo Karen Hewitt.</p> <p>You can also contact our SEND Governor Jennie Watson-Jones.</p>
<b>5.</b>	<b>Information</b>	What training have	The SENDCo is a qualified teacher

	<p><b>about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b></p>	<p>the teachers and other staff who support children and young people with SEND had?</p>	<p>with SEN experience and holds the SENDCO qualifications. The SENDCo's job is to support the key worker/ EYP/ teacher in planning for children with SEND and ensures that their individual targets are met.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.</p> <p>Individual teachers, EYPs and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class</p> <p>Staff received training in Makaton, Sign Language, Autism, Sensory Issues, Behaviour Management, Attention Autism, Social Skills, Therapeutic Thinking and Massage Therapy</p>
6.	<p><b>Information about how equipment and facilities to support children with SEND will be secured</b></p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>We cater for each child's individual needs and ensure that we provide appropriate resources and equipment. Advice is sought from parents and other specialised professionals about appropriate adaptations and resources that may need to be required.</p>
7.	<p><b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b></p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support child's needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular progress meetings in order to listen to any parental concerns. Our Governing Body includes Parent Governors/ representatives.</p>

			<p>If your child is identified as not making progress, we will</p> <ul style="list-style-type: none"> <li>• Discuss it with you in more detail</li> <li>• Listen to any concerns you may have</li> <li>• Plan any additional support your child may need</li> <li>• Provide additional support</li> <li>• Signpost to other professionals as appropriate</li> </ul> <p>If your child is identified as having a Special Educational Need/Disability than you will invited to regular Review meeting where your child's progress will be discussed with you, SENDCO, key worker and other professionals involved with your child. Personalized targets will be reviewed and set and action plans written.</p>
8.	<b>The arrangements for consulting young people with SEN about, and involving them in their education</b>	How will my child be involved in his/her own learning and decisions made about his/her education?	The child's keyworker will talk to the child about their targets as appropriate. The child's voice is listened to and valued. The activities and learning environment are planned according to the children's needs and interests. Through the family the child's voice is being heard.
9.	<b>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.</b>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>If you are unhappy with the provision for your child, you should contact your child's key worker, Team Leader, SENDCo, or Head of Centre in the first instance.</p> <p>If they remain unhappy, you can contact the Chair of Governors</p>



<p>10.</p>	<p><b>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</b></p>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p><b>Nursery provision</b></p> <ul style="list-style-type: none"> <li>&gt; Keyworkers are responsible for teaching SEND groups/individuals</li> <li>&gt; Teachers, EYPs, Nursery Nurses and Apprentices doing specific interventions with either individual children or small groups.</li> <li>&gt; Family worker supports the family</li> <li>&gt; ICT resources are used as appropriate in small groups or individual sessions, according to need.</li> <li>&gt; Staff offering support for children with emotional and social development through additional offsite trips such as Learning Through Nature</li> </ul> <p><b>Local Authority Provision</b></p> <ul style="list-style-type: none"> <li>&gt; Educational Psychology Service</li> <li>&gt; Sensory Service for children with visual or hearing needs</li> <li>&gt; SALT (Speech and Language Therapy)</li> </ul> <p><b>Health Provision</b></p> <ul style="list-style-type: none"> <li>&gt; Speech and Language Therapy</li> <li>&gt; Occupational Therapy</li> <li>&gt; Physiotherapy</li> <li>&gt; CAMHs</li> </ul> <p><b>Voluntary Provision</b></p> <ul style="list-style-type: none"> <li>&gt; Parenting Special Children</li> </ul>
<p>11.</p>	<p><b>The contact</b></p>	<p>Who should I contact to find out</p>	<p>For further support for parents and</p>

	<p><b>details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</b></p>	<p>about other support for parents and families of children with SEN or disabilities?</p>	<p>families please contact Family Information Services and/or Reading Information Advice and Support Services for SEND (IASS).</p>
<p><b>12.</b></p>	<p><b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b></p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management system records what aspects of our environment help children and this information is passed on in transition. We have very good established relationships with a feeder schools where children move onto.</p> <p>We recognize that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.</p> <p><b>If your child is joining the Nursery</b></p> <ul style="list-style-type: none"> <li>&gt; Home visits and Induction day will be offered and conducted by the key worker</li> <li>&gt; You and your child will be invited to join our Transition groups which run for a number of weeks before your child starts. This allows you and your child to familiarize yourself with the setting.</li> </ul> <p><b>If your child is moving to another nursery:</b></p> <ul style="list-style-type: none"> <li>&gt; We will contact the school SENDCO and ensure he/she knows about any special</li> </ul>

			<p>arrangements or support that need to be made for your child.</p> <p>&gt; We will make sure that all records about your child are passed on as soon as possible.</p> <p><b>When moving groups/buildings in school:</b></p> <p>&gt; Information will be passed on to the new keyworker in advance and a transition meeting will take place with the new keyworker. Their IEP with their personalized targets will be shared.</p> <p>&gt; If your child would be helped by a photobook to support them understand moving on then it will be made for them.</p> <p>&gt;Transition visits will be organized to familiarized your child with the new building.</p> <p><b>When moving onto school:</b></p> <p>&gt; The SENDCo will discuss the specific needs of your child with the SENDCo/ class teacher of the school</p> <p>&gt;The meeting between nursery SENDCo and the school's SENDCo/class teacher will be organized which you will also be invited to.</p> <p>&gt; Your child will have a photo book of their new school to help them familiarized with the new school.</p> <p>&gt; Your child will have additional dates to visit their new school.</p> <p>&gt;Staff from the new school will visit your child in nursery.</p>
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			>SENDCo will transfer your child's sensitive information to their next school
13.	<p><b>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)</b></p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Reading's Local Offer can be found on their website: Reading.gov.uk</p>
14.	<p><b>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</b></p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>&gt;Your child's progress will be continually monitored by his/her keyworker.</p> <p>&gt; His/her progress will be reviewed formally three times a year in all 7 areas of the curriculum</p> <p>&gt; Where necessary children will have their IEP with personalized targets. Parents/carers will be invited to these meetings (along with other relevant professionals). Targets will be set designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly and a future plan made.</p> <p>&gt; The progress of children with an EHC Plan will be formally reviewed at an Annual Review meeting, with all professionals involved with your child's education.</p> <p>&gt; The SENDCo will also check that your child is making good progress</p>

			<p>within any individual work and in any group that they take part in.</p> <p>&gt; Lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching and learning is high.</p>

15	Who can I contact for further information?	Karen Hewitt
	What is the complaints procedure?	<p>If you are unhappy with the provision for your child, you should contact your child's key worker, Team Leader, SENDCo, Deputy Head or Head of Centre in the first instance.</p> <p>If they remain unhappy, you can contact the Chair of Governors</p> <p>Our complaints policy can be found on our website.</p>

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
Health Visitor
Portage
Others as appropriate

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	We have redeveloped our high sensory room and ball pit area and developed a new low sensory room for children who need support with regulation.
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and	Yes:
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<b>a link to the SEN Information Report on the School's own website?</b>	
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