LOCAL OFFER/SEND INFORMATION REPORT:
Pound Park Nursery School

Type of school	Mainstream
Pound Park Nursey School is a State Maintained Nursery School for children aged 2 to 4 years of age including 'Together for Twos' provision.	15-hour free nursery places 15 additional hours for eligible working parents Together for Two's places for eligible families Paid for places also available for two- and three-year-olds

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority 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 pupils with a Special Educational Need/s and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:
1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:
https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs

2) The school SEND Policy
3) The school PSED Policy
4) The school anti bullying policy
5) The school accessibility plan
6) The school pupil premium policy

*All of which can be accessed via the following link: https://www.poundparknursery.co.uk/Policies/

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or disability (SEND)? And how can I talk to them about my child if I need to?	Key Person/Class Teacher	The Key Person is responsible for: • The well-being of your child • Settling your child in and getting them involved in all the activities on offer in the school • Keeping records of your child's achievements and tracking their progress • Discussing with you any initial concerns you have about your child's development or progress • Sharing your concerns with the Class Teacher to discuss possible next steps • Working closely with the Class Teacher to implement strategies/programmes to ensure your child makes progress • Taking concerns to the Special Educational Needs Co-ordinator (SENCo) if necessary. The Class Teacher is responsible for: • Ensuring that all children have access to excellent teaching and that the curriculum, and the learning environment is adapted to meet your child's individual needs. This is referred to as "differentiation" • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) in consultation with the SENCo • Writing Personal Learning Plans (PLPs), also sometimes called Individual Education Plans (IEPs). Sharing and reviewing these plans with parents at least once each term and planning for the next term • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The Class Teacher/Key Person can be contacted via the main school office on 020 8858 1791.

	The Special Educational Needs Co-ordinator (SENCo)
	Mira Harder
		The SENCo is responsible for:
		• Coordinating all the support for children with special educational needs and/or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school
		• Ensuring that you are:
		  • Involved in supporting their child's learning from the outset
		  • Kept informed about the support your child is getting
		  • Involved in reviewing your child's progress. Part of planning ahead for your child.
		• Liaising with all the other people who may be coming into school to help support your child's learning. This may include Speech and Language Therapy, Educational Psychology, or other outside agencies.
		• Updating the school's Record of SEN Support (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are up to date records of your child's progress and needs
		• To coordinate specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve the best possible progress in school
		
		The SENCo can be contacted via the main school office on 020 8858 1791 or by email at senco@poundpark.greenwich.sch.uk

	The Headteacher: Solin Flash	**The Headteacher is responsible for:** • The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabled children • She will give responsibility to the SENCo and Class Teachers but is still responsible for ensuring that your child's needs are met • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. The Headteacher can be contacted via the main school office on 020 8858 1791 or by email at headteacher@poundpark.greenwich.sch.uk
	SEND Governor:	

	Jenny Yeeles	The SEND Governor is responsible for: • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is provided for any child who attends the school who has SEN and/or disabilities • Meeting termly with the SENCo to discuss above issues concerning SEND The SEND Governor can be contacted via the Main School Office on 020 8858 1791

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs following a plan, do, assess, and review cycle each term. This may be all provided by the Key Person or Class Teacher or may involve:

- Other staff in the school such as the SENCo
- Staff who will visit the school from the Local Authority central services such as Educational Psychology Service, Early Years Inclusion Service, ASD Outreach Team or Sensory Service (for students with additional hearing or visual needs)
- Specialist staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and/or disabilities in this school?	**At Pound Park we take a graduated approach to best meet your child's needs:** **Stage: <u>Monitoring</u>** Children are at this stage when concerns have been raised by practitioners or parents/carers, but more	• Ensuring that all staff have the highest possible expectations for your child and all pupils in their class • Ensuring that all teaching is based on building upon what your child already knows, can do and can understand	All children in school receive this as a part of outstanding early years provision

	information is required before deciding if the child has SEN or not. Type of Support: • Key Person/ Class Teacher input via good/outstanding classroom teaching • Providing an enabling environment • Differentiated activities • Targeted support for children's individual needs and interests.	• Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as 'choosing boards' and 'visual timetables' • Putting in place specific individualised strategies (which may be suggested by the SENCo or outside agencies) to enable your child to learn and make progress.	
	Stage: SEN Support 1 Children at this stage have been identified as having SEN. Children at this stage require provision different from, or in addition to, that normally available to children of the same age. This may include outside agency support e.g. Speech and Language Therapy (SALT). Type of Support: • Small group activities • Access to additional specialist services provided by the nursery on site e.g. social communication worker • Children may be invited to attend specialist provision outside of nursery • Parents will be supported to implement strategies at home.	• Your child's Class Teacher will have carefully monitored your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress • The Class Teacher may plan group sessions for your child with targets to help your child to make more progress. These will be run in the classroom or in a quiet area (e.g. the sensory room or dining room). These groups may be provided by a teacher or another member of the team who has had training to run these groups • Your child may be offered enrichment activities in nursery that may be particularly beneficial such as Forest School, Interactive Music Groups, Social Communication targeted activities, extra SALT input etc. • Your child may be invited to attend a block of weekly Speech and Language Therapy clinic	Any child who has specific needs identified by staff (in consultation with parents/carers) who would benefit from small group work.

		sessions outside of nursery.	

	Stage: <u>SEN Support 2</u> Children at this stage may have complex needs, requiring multiple outside agency involvement and/or episodes of one-to-one support to help them develop their skills and make progress. They will have a detailed Personalised Learning Plan (PLP). Early Years SEN Inclusion Funding may be sought to provide additional support to ensure that children at this stage get access to the wider school curriculum.
	
	Type of Support:
	• Specialist group or individual activities provided by outside agencies such as Speech and Language Therapy or Occupational Therapy
	• We may apply for funding to provide periods of one-to-one support for your child.
		• Your child will have been identified by the parent/Key Person/Class Teacher/SENCo as needing more specialist input instead of, or in addition to, excellent classroom teaching and intervention groups
		• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
		• If necessary, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist, etc. This will help the school and parents/carers to understand your child's particular needs better and be able to support them better in school
		• The specialist professional will work with your child to understand their needs and make recommendations, which may include:
		  ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support their learning
		  ○ Support to set appropriate targets in light of their specific expertise
		  ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
			Children with specific barriers to learning that would benefit from advice from specialist outside agencies.

		○ Individual or group work with an outside agency professional. • The nursery may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.	
	Stage: <u>Education Health and Care Plan (EHC Plan)</u> Parents/Carers or nursery staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long-term impact on their learning and/or the child requires more than 20 hours of additional adult support in school. Type of Support: • Specified support for your child of more than 20 hours in school • Your child may be offered additional hours.	• The school (or a parent/carer) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more information about the 'Local Offer' on the Greenwich Council website: Getting an Education, Health and Care plan (EHCP) • The nursery will meet with you and other professionals involved in order to decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other professionals involved and the nursery • The nursery will put together a 'Profile' of your child's aspirations and needs over time • You will be invited to a Team Around the Child (TAC) meeting as part of this process • The nursery will send all the necessary paperwork to the Local Authority • The Local Authority will then decide, within a specified time frame, whether to proceed with an EHC needs assessment	Children whose learning needs are: • Severe, complex and lifelong. • Need, as a guide, more than 20 hours of support in school.

		• The Local Authority will notify both the nursery and the parent/carer if the application has gone "straight to plan" or whether more information is required • The final EHC Plan will outline the level of extra support (Band) your child will be entitled to, paid for by the Local Authority. The nursery will employ extra staff to meet your child's needs • The EHC Plan will include agreed long and short-term goals for your child. These will be reviewed every six months (for children under five).	
How will we support your child with identified special needs who is starting at Pound Park	• We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a Team Around the Child (TAC) meeting will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts • Your child's Key Person will offer a home visit and also visit your child if they are attending another setting e.g. another pre-school • We will assess your child's needs and determine if we need to arrange specialist training for the child's Key Person or whole staff if necessary • Your child will be offered an extended settling in period, building up their time slowly to allow them to form relationships and feel safe and secure in the nursery environment • If your child is attending another Early Years provision, we will ensure that information and strategies are shared before your child starts with us.		
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's Key Person and Class Teacher initially • If you are not happy that the concerns are being managed, and feel that your child is still not making progress, you should speak to the SENCo, Headteacher or Deputy Headteacher. • If you are still not happy, you can speak to the school SEND Governor.		

How will the school let me know if they have any concerns about my child's learning in school?	• If there are any concerns about your child's progress, these will be shared with you by your child's Key Person or Class Teacher during a planned termly progress meeting or earlier if it is felt necessary
	• Parents/carers may be invited to a meeting with the SENCo to discuss any concerns
	• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail
	  ○ To listen to any concerns, you may have
	  ○ To plan any additional support your child may receive
	  ○ To discuss with you any referrals to outside professionals to support your child's learning.
	• If nursery staff determine a need for statutory assessment, parents/carers will be fully involved in the process

How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our nursery?	• At termly review meetings, your child's views are included by consulting directly with your child, through discussions with you and observations made by their Key Person regarding your child's likes/dislikes, preferred activities, strengths and interests • All children in nursery are encouraged to make choices in daily play using our 'choosing boards' in the classrooms • Each child has a Learning Journey. This includes photos and observations of preferred activities • As part of the planning process, the children's interests are followed to encourage further development of their skills and learning in all areas • Each class has a SEND team meeting termly to review the progress of individual children. This information is shared in a whole school SEND staff meeting to ensure all staff are aware of strategies in place to support your child.
How is extra support allocated to children?	• At present, part of our delegated budget is allocated to support children with SEND. We currently buy additional support from the Speech and Language Therapy Team (SALT). The Senior Leadership Team consults staff termly and decisions are made to allocate resources as needed e.g. specialist equipment, targeted staff training, and additional hours of adult support • For some children, additional funding will be requested from the Local Authority if it is determined at their review meeting (see page 6) that they would benefit from additional support • We are committed to providing staff with training to help them meet the needs of children with SEND. Training is offered through individual courses or as whole staff inset days. *For a record of staff training for the 2025-2026 academic year, please see page 14.

Who are the other people/Outside agencies providing services to children with SEND in this school?	A. Directly funded by the school	• Speech and Language Therapy (SALT) input to provide a higher level of service to the school • Social Communication Outreach Worker: Providing support to children with social communication difficulties and delivering targeted support to children awaiting a diagnostic assessment where required • Interactive Music Making Groups • Forest School groups • Yoga groups
	B. Paid for centrally by the Local Authority but delivered in school	• Autistic Spectrum Disorder Outreach Service (ASD Outreach) • Educational Psychology Service • Early Communication Together (ECT) - The ECT Hub is made up of Speech and Language Therapists and Early Years practitioners and teachers. Key workers from the child's nursery are also invited to attend one session to gain information on how to continue these strategies in nursery.
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	• Community Nursing Team • Sensory Service for children with visual or hearing needs • Occupational Therapy • Physiotherapy • Music Therapy • Professional training for school staff to deliver medical interventions.
	D. Voluntary and Charitable agencies	• Quaggy and Home start children centres • SENDIASS- we run termly coffee mornings, where we invite local professionals e.g. last year, we had members of the big red bus club join the coffee morning. • Our new SEND governor works for ASD outreach in Lewisham and offers lots of advice and support.
How are the adults in school helped to work with children with SEND and what training do they	• Part of the SENCo's role is to support the Class Teacher and Key Person in planning for children with SEND • The school has regular whole school training on SEND such as ASD, Social Communication, Speech and Language etc.	

receive?	• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Service or Sensory Service • Whole school staff meetings are regularly held to share strategies, knowledge and experience to ensure consistency of approach to children with SEND • The SENCo meets regularly with the managers of the Together for Twos Provision at Pound Park to ensure children's needs are being met and the staff are supported to access appropriate training
How will the teaching be adapted for a disabled child or a child with SEN?	• Class Teachers and Key Persons plan activities according to the specific needs of all groups of children in their class, and will ensure that every child's needs are met • Specially trained support staff can adapt the planning to support the needs of children where necessary • Specific resources and strategies will be used to support children individually and/or in groups • Planning and teaching will be adapted on a daily basis as required to meet every child's individual learning needs.
How will we measure the progress of your child in school? And how will I know about this?	• Your child's progress is continually monitored by his/her Key Person and Class Teacher • His/her progress is reviewed every term by their Key Person/Class Teacher through observations and formative assessment • Your child's progress is also tracked against the EYFS (Early Years Foundation Stage) framework each term • Termly progress meetings will be held with you and your child's Key Person to feedback and discuss their progress with you. Extra meetings will be planned as necessary • For children on SEN Support 2, you and the SENCo, as well as any other agencies involved will attend a review meeting each term to discuss your child's progress, the impact of the support being provided and to plan next steps • The progress of children with an EHC Plan/Statement of SEN is formally reviewed at a six-month review with all adults involved with the child's education including parents/carers • Individual meetings can be requested by parents at any time to discuss their child's progress.
How will we make arrangements to ensure that the social, emotional needs of your child are	• Families are offered a 1:1 enrolment meeting with the Headteacher, Deputy Headteacher or SENCO • Children are offered a home visit before they first start at nursery to ensure a smooth transition and to ensure that

met in school?	information is shared between home and school from the outset. Please see our Transition Policy and Settling Procedure for more information • Children are assigned a Key Person upon starting nursery who is responsible for looking after the well-being of your child and ensuring your child is making progress with their personal, social and emotional development. The Key Person tracks your child's progress in this area and will be available to discuss any concerns you have. The Key person works closely with the Class Teacher to plan and implement strategies to support your child's development. Please see our PSED policy, Behaviour Policy and the SEND Policy for more information.
How is our nursery made accessible for children with SEND?	• The nursery has an Accessibility Policy in place which ensures children have access to the physical environment, curriculum and families have access to information • We also have an Accessibility Plan in place, supported by our governors, to ensure that any barriers to learning are removed and that all children with SEND make progress during their time at nursery • Please see our SEND Policy for more information.
How does our school make special arrangements for looked after children and previously looked after children (LAC) with SEND?	• Looked after children and previously looked after children (LAC) are prioritised as part of our admissions arrangements. Please see our Admissions Policy for more information • Children who are looked after may be eligible for additional hours if foster carers are eligible.
How have we made this school physically accessible to children with SEND?	• Each child's needs are assessed individually, and adaptations are made where possible e.g. lowering tables, providing steps in classrooms • The school is accessible to children with physical disability via ramps • The school is on one level apart from the mezzanine level in Blue room • The garden area is also accessible via ramps • We ensure that equipment used is accessible to all children regardless of their needs • The school has an accessible toilet • For more information please see the Accessibility Policy on the website

What support do we have for you as a parent/carer of child with a SEND?	• We would like you to talk to your child's class Key Person and Class Teacher regularly so we can share information and strategies between home and school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places • The SENCo (or Headteacher/Deputy Headteacher) is available to meet with you to discuss your child's progress or any concerns. • All feedback from outside professionals will be discussed directly with you, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child • PLPs (Personalised Learning Plans) for your child (SEN Support 2) will be reviewed with your involvement each term • A home/school contact book may be used to support communication with you (if it has been agreed that this would be useful for you and your child) • Parents/carers will be sign-posted to appropriate supportive services e.g. courses on offer at the local Children's Centres, the Early Birds Course (run by ASD Outreach Team), parent consultations with CAHMS and Educational Psychology Services, SENDIAS, Greenwich Parent Voice, FLAG (Families Living with Autism Greenwich) etc.
How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. When your child is moving to another school: • We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made available for your child • We will make sure that all records about your child are passed on as soon as possible • If your child would be helped by a transition book to support them understand moving on then it will be made for them • Where possible your child will visit their new school on several occasions. They may visit at different times of day to support them through potentially challenging new routines • In some cases, staff from the new school will visit your child in this school before they start • In some cases, a transition meeting will be held with all parents/carers and all professionals involved including the receiving school's SENCo to pass on information and make transition arrangements

	• In some cases, the child's one to one support worker will accompany the child to their next school or class for an agreed period of time to help settle them in • Reception teachers from all receiving schools are invited to attend a 'Reception Teachers Tea' to share information on children who are transitioning For more information, please see our Transition and Transfer Policy.

SCHOOL BASED DATA/INFORMATION: 2025/26	
	Pound Park School
How many students did we have at our school with EHC plans at the end of July 2026?	6
How many students did we have on our Record of SEN Support (Stage 1 or 2) at the end of July 2026?	14
What training did staff at our school have in SEND over the year 2025/26?	• There is a mixture of whole staff training and individual staff training that happens in the nursery that is linked to our School Development Plan and responsive to the children's needs. • The following is a list of SEND training that staff have received during the 2025/26 academic year: o Equality, Diversity, and Inclusion Training (all staff) o Neurodiversity (all staff) o Behaviour (all staff) o Relational Practice (all staff) o Solihull approach (some staff) o SHRec approach (some staff) o Early Communication Together (all staff) o Vision impairment training (all staff) o Makaton (all staff)

Pound Park Main School and Two-year-old provision: Data:

SEND Inclusion Funding for Academic Year 2025/2026	Amount of children
Total children with EHCP	4
Total children in process of receiving an EHCP summer term	**2**
Total children receiving above Band 4 Funding	**1**
Total children receiving Band 3 Funding	9
Total children receiving Band 2 Funding	**8**
Total children being monitored for a funding application	**6**

What was in the Headteacher's report to the Governors about SEND in 2025/2026? ***SEN Support*** **–** 'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15).	At Pound Park, We have continued to support all children with ensuring, where needed an application to provide them with additional support is applied for in terms of either additional funding or an (EHCP) Educational Health Care Plan. This academic year, Mira has been able to successfully submit 6 EHCP's, this providing 4 children with an EHCP before the summer and 2 children awaiting their first draft EHCP's during the summer break, in preparation to transitioning to primary school. The earlier part of the year had been about finalising, modelling and implementing newly introduced interventions, activities and systems including a new template for personalised learning plans and reviewing how these work in practice. Mira has spent a lot of time in the setting upskilling staff in delivering new interventions such as differently structured music groups and intensive interaction and in response as a setting, we have seen a positive change in staff's confidence when working with SEND children, leading interventions and delivering sensory circuits. As part of a 'SEND audit' it has been lovely having spent a few weeks dipping in and out of the setting, chatting to staff and joining in with music groups, group times and one on one activities with the children, leading to a shared staff meeting with positive feedback on how hard staff work to support all children in the setting as well as those with SEND. The final summer term has been busy liaising with SENDCO's from primary schools, arranging transition meetings and

	visits to ensure smooth transitions for all pupils with SEND. We have created a new 'transition passport' template, capturing important information for each child including how they communicate, how adults should communicate with them, what is important to them as well as strategies on how to support them best. This one page document seems to be working brilliantly as a snap shot for staff at primary schools as well as a prompt during the transitions meetings and has encountered wonderful feedback from parents and schools. Additionally, Mira has worked closely with teachers to further embed individual interventions and strategies for individual children across the setting, closely working in partnership with ASD outreach, Educational Psychology services and SALT. Early Communication Together Hubs: Early communication support began positively, but is currently running fewer hubs due to a reduction in referrals from the Speech and Language Therapy (SALT) team. This is due to an unprecedented number of Early Years EHCPs with quantified SALT hours issued early in the academic year. This has impacted the number of children who can be seen for therapy and subsequently transferred to the Early Communication Team (ECT). However, the ECT continues to deliver strong support across the hub settings. Hubs currently running for Autumn Term 1 include Robert Owen, Vista Fields, and Abbey Wood. For Autumn Term 2, hubs will be based at Pound Park, Vista Fields, and Abbey Wood. There is currently no call for a hub at Rachel McMillan, but this remains under review pending further referrals. The team continues to provide outreach across all hubs, supporting practitioners and offering additional outreach for more vulnerable families. ECT staff are also committed to professional development and, inspired by Kerry Murphy's training on neurodiversity, are reassessing their service offer to better meet the needs of children and families. Stay and Play sessions offered to the local community have been well received, with a steady increase in family attendance. Vanessa has been actively promoting these sessions throughout the community, helping to raise awareness and encourage participation. These sessions provide a valuable opportunity for families to engage with their children and build connections with staff and other parents.

Headteacher's Learning and Achievement Report - October 2025	**Staff Training/CPD** Our Social and Communication Outreach Worker continues to offer strategies, advice, and training to staff to support those children with ASD diagnosis or identified with Social Communication difficulties. Further training in our core interventions has been carried out with staff. **SEND** Since the start of the new academic year, we've been busy behind the scenes preparing for the arrival of several neuro-diverse new starters. A key focus has been supporting one child with complex needs, including vision impairment. To ensure we were well-equipped, Brenda, Bona, and Mira attended Vision Impairment Training. The training was incredibly impactful, and we felt it was essential to share the insights with the wider team at Pound Park. As a result, all staff have now received this training, helping us to better support our children with visual needs. Mira has also been actively engaging with our new families and children, and has submitted applications for both Inclusion Funding and Disability Access Fund (DAF) for several children who were already receiving Disability Living Allowance (DLA) prior to joining us. These funds have enabled us to begin planning and resourcing our new sensory room in Dragonfly (previously the Children Centre). After thoughtful research and discussions with staff at Willow Dene, we've decided to create two distinct sensory spaces: one designed as a 'calming' sensory room, and the other as an 'alerting' sensory room. The alerting space will feature exciting new resources tailored to individual sensory needs, including a ball pool, gym balls, and massage equipment. We're also thrilled to share that a Willow Dene family has generously donated a foldable indoor/outdoor swing frame. This has allowed us to add a nest swing to our sensory experiences at Pound Park, which has already been a big hit with many of our children. **Parental engagement** This term has seen exceptionally positive engagement from families, beginning with our home visits and continuing throughout the settling-in period. These early interactions have been instrumental in building trust, understanding children's individual needs, and laying the foundation for strong home-school partnerships. Parents have responded warmly, sharing valuable insights and expressing appreciation for the personalised approach.

GLOSSARY OF TERMS	
SEND Code of Practice	The legal document that sets out the requirements for SEND
SEND	Special Educational Needs and/or Disabilities
SEN	Special Educational Needs
PLP	Personal Learning Plan (was called an IEP Individual Education Plan)
EHC plan	Education, Health and Care Plan (this has replaced 'Statements')
Profile	Document necessary for EHC Plan applications
TAC	Team around the Child
SENCo	Special Educational Needs Coordinator
SALT	Speech and Language Therapy
SCW	Social Communication Worker
EP	Educational Psychology
CAMHS	Child and Adolescent Mental Health Service
IND Clinic	Integrated Neurodevelopmental Clinic
ASD	Autistic Spectrum Disorder
OT	Occupational Therapy
Physio	Physiotherapy

Reviewed:

Date this policy was last reviewed:	November 2024
Date next review due:	November 2027