

Headington Quarry Foundation School Inclusion and SEND (Special Educational Needs and Disabilities) Information Report 2025-26

Our Headington Quarry Nursery School community provides a holistic approach to Inclusion with the child at the centre. This information report reflects the Special Educational Needs and Disabilities Policy. These pages set out information about our provision for children with special educational needs (SEND). They are updated annually. We create a welcoming, stimulating and adaptable environment that caters to all learning styles and interests.

Our Collective Aims for Children and Families are:

- ❖ We endeavour to always nurture the child as a unique learner, with their knowledge and skills encouraged and celebrated.
- ❖ We believe that everyone in our community is an individual with their own strengths, interests and skills, to build upon.
- ❖ We show respectfulness to everyone, valuing our differences and uniqueness.
- ❖ Every child's voice is listened to and valued.
- ❖ We recognise that we all learn different things from each other and our lives are enriched because of this.
- ❖ Everyone in our community has the right to an equitable and fair learning environment.
- ❖ Ensuring every child's wellbeing needs are met so that they are in 'the right place' emotionally to learn.
- ❖ We aim to foster independence and positive relationships.
- ❖ Planning for an enabling environment which is conducive to learning, taking into account such aspects as sensory differences.

About our school

At Headington Quarry Nursery school, we know all of our children individually and respond to every child's learning preferences and differences. We ensure that we have a structure in place to support every child's strengths and needs. More information can be found in our SEND policy which can be found here: [SEN policy](#)

Our Equality Scheme and Accessibility Plan can be found here: [Access plan](#)

In accordance with the Special Educational Needs and Disability (SEND) Code of Practice 2014, this Information Report includes information regarding:

- How we ensure an inclusive environment that listens to the child's voice and places it at the forefront of all practice, during their time at nursery.
- Creating a nurturing and adaptable enabling environment that all children are able to access). Our Equality Scheme and Accessibility Plan can be found here: [Access plan](#)
- How we celebrate every child's skills and strengths and help them to develop these and make progress in all areas of learning at their own pace.
- Planning a rich, inspiring, creative and adaptive curriculum for the individual child.
- The ways in which we work closely with families, to listen, value and discuss any parental concerns about their child's development.
- How the nursery implements Quality First Teaching with Universal support for all children. This is explained in further detail within the report.

Headington Quarry Foundation School provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs**; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties or understanding information
- **Social, Emotional and Mental Health needs**; this includes children who may communicate behaviours reflecting underlying emotional difficulties.
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: Mrs Louise Russell

She can be contacted on: 01865 762345

Our governor with responsibility for SEN is: Samantha Skidmore

What expertise can we offer?

Our SENDCo is an experienced Early Years teacher and has the NASENCO qualification. Our staff are trained to support the individual and developmental strengths and needs of young children and liaise closely with support services and professionals (See below)

We also have access to a range of specialist support services including

- Educational Psychology
- Early Years SEND Advisory Team
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care

Staff Knowledge and Expertise

All staff have attended training provided by Oxfordshire County Council to support understanding of a variety of special educational needs including autism and speech and language development.

All Key people have a deep understanding of and implementing the Graduated response to Assess, Plan, Do, Review.

All members of the team attended a shared training morning with other maintained nursery schools. The day consisted of a number of workshops provided by specialist speakers that focused on a range of subjects, such as: Neurodiversity, Sensory Processing, Total Communication Environment, Graduated Response.

During INSET all members of the team were included in training that focused on Makaton signing to support communication and interaction development.

Through training, implementation and reflection we are embedding Quality interactions to support all areas of children's development.

The SENDCo has completed the Oxfordshire SEND Inclusion Audit to identify strong practice and identify developing areas.

Staff attend training delivered by Oxfordshire Education Services, relevant to all aspects of Children's development. A member of staff has undertaken and completed the Language Lead Training to lead staff in continuing to support children within all areas of Communication and Interaction.

All staff will receive ongoing training throughout the year, with regards to high quality teaching and learning to support all learners. This will be undertaken by the SENDCo.

Training has also included: 'May I Join You?' which encourages shared attention.

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

We also implement the Oxfordshire Early Years SEND Framework

<https://schools.oxfordshire.gov.uk/send-framework/early-years>

The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Headington Quarry Nursery School Universal support and Inclusive teaching:

SEND Code of practice 2015 states that "high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people."

Quality First Inclusive Teaching:

High quality inclusive teaching for all children, taking into consideration the interests of each child and planning a curriculum that is aspirational and adaptive.

Parent Partnership

- Respectful relationships with parents that promote open communication and trust.
 - Regular Parent meetings to discuss children's development and celebrate moments.
 - Regular opportunities for parents to share experiences with their child.
 - Invitations for parents to join the children for Stay and Play and workshops for maths, literacy, communication and language and sensory play.
- Ideas for parents to try at home with their children.

Curriculum

- Continuous Provision that demonstrates a deep understanding of all the areas of learning.
- Planning reflects the children's interests by enhancing the environment and encouraging further learning with quality interactions and inclusive teaching.
- A focus on developing the key skills of the Characteristics of Effective Learning which underpins how children learn.
- Opportunities for children to explore, investigate, problem solve, design, plan, work collaboratively and create throughout the session.

Inclusive Ethos

Fostering a culture of lifelong learning, curiosity and independence through:

- Celebrating difference, following children's interests and fascinations.
- A nurturing environment, supporting the wellbeing of children.
- All children feel safe and happy to come to nursery.
- Promoting children's voice; verbal or pre-verbal through interactions and observations.
- Acknowledging children's feelings, supporting managing emotions and understanding that behaviour is communication.
- High aspirations for all learners, understanding that children learn in a variety of ways and adapting teaching to their strengths and needs.

Enabling Environment

- Continuous provision is engaging and encouraging children to become independent learners.

- All Areas of Learning are reflected throughout the environment.
- Staff reflect on children's fascinations and interests by planning and enhanced provision. Teachers follow Assess, Plan, Do, Review approach.
- Children's work is displayed throughout the nursery to document their learning, reflect on experiences and to highlight the process of the learning taking place.
- Communication friendly rooms, with visual timetables displayed alongside labelled resources to promote a nurturing environment.

Children's development

- Children's development and progress is assessed continuously throughout the year, through observations, effective quality interactions, discussions and reflection.
- Staff knowledge, in understanding how children learn and stages of development.
- In depth observations of children during child initiated activities, adult initiated activities and adult directed activities.
- Respectful communication with parents through informal; e.g. Collection time, phone calls, Class Dojo and formal means e.g. parent meetings with key people, meetings with SENDCo.

Targeted Interventions

SEND Code of Practice 2015 states "The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty."

SEND Code of Practice 2015: There should be 4 stages of action; "assess, plan, do and review."

Headington Quarry Nursery school adopt these stages of action and the Graduated Response to identifying and supporting areas of SEND.

Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning.

We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEND Framework:

<https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>

- All interventions provided are individual to the child in order to ensure an adaptive curriculum.
- The family with their child complete an All About Me, to ensure their views are at the forefront of any discussions and their voices are heard and acted upon. This is also to maintain high aspirations.
- All members of the staff team are confident and skilled at supporting children who may need extra support in a particular area of development.
 - Staff follow tailored continuous professional development training through staff meetings, INSET, Individual training, training from multi agencies.
 - Parents are invited to discuss their observations and concerns with the Key Person and SENDCo.

Specialist Support

Specialist support is individualised provision for a small number of children where it is necessary to provide highly tailored intervention to enable children to achieve their potential and thrive. This may include specialist interventions, a higher level of staffing, and working alongside multi agencies.

- Parents are consulted at all stages of the SEND process. As they know their child best, it is essential that the child and parents voice is paramount.

- Staff attend training delivered by the SENDCo to ensure individual celebratory plans for all children requiring specialist support.
- Children have individual celebratory development plans that are reviewed regularly with parents, to ensure progress and high aspirations.
- Additional Funding may be requested to offer extra support for those children who have more significant needs.
- Discussions take place with parents to decide whether an Education Health Care Plan is the best way for their child to be supported.
- The SENDCo supports parents to apply for disability benefits, and to source information and outside support agencies through the local offer.
- Working closely alongside multi agencies-Speech and Language therapists, Early Years SEND Advisory Team, SENSS team, Disability Advisory Team, Educational Psychologists, Occupational Therapists.
 - In some circumstances an Educational Health Care Needs Assessment may be requested to ensure a child is fully supported to make progress at their own pace, bringing all advice from multi agencies together.

Supporting Emotional Development and Well Being

We recognise that all behaviour is a form of communication. Building secure attachments and relationships is important to nurture learning and confidence.

- Our Key Person system helps children know that there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know each child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style. We have a strong focus on co-regulation, where adults build a close relationship with children to help them regulate their emotions, thoughts and behaviour to enable them to learn. Strategies from emotion coaching training are consistently used by all staff to help children identify their emotions.
- Where we have concerns or questions about a child's emotional and social development, the Key Person will complete an assessment using well-being and involvement scales.
- We help children understand and build relationships with all children, understanding that everyone is part of our Nursery family, whatever our learning style. Headington Quarry's Equality and Diversity policy sets out our commitment that no one will receive less favourable facilities or treatment on the grounds of a protected characteristic, including disability.
- To provide information for staff, parents/carers and children to understand behaviour and communication developmental stages to prevent inappropriate escalation of language of bullying and harassment.
- To celebrate cultural capital diversity with particular regard to the needs of vulnerable groups
- To monitor how well children who may be disadvantaged and those with SEND are included in all aspects of school life. Key Person group time, the learning environment and adult interactions are used to ensure that all children know they are unique, valued, respected and loved. This is supported through a range of strategies, for example:
 - Teaching about difference and diversity through provision, such as stories with a focus on inclusion, celebrating diversity and celebrating festivals from different cultures.
 - Resources that reflect the diversity of the school, families, local community and wider community

How do we work with parents and children?

Headington Quarry Nursery School views parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children.

Review meetings with parents are held every 6-8 weeks. This is an opportunity for parents to meet with their child's key person and reflect on their child's interests and strengths and how we build upon them. These times ensure that the aspirations of families are at the forefront of planning outcomes together.

We will always contact parents if we have a concern that a child may need support in a particular area of development or learning.

We work closely with families to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly meetings, 1:1 parent evening meetings, daily contact with families, phone calls etc

We recognise that some families may find that support might be helpful at particular times depending on individual circumstances. We work alongside families at these times and can offer Strengths and Needs.

There are also opportunities for parents to contribute to our policies on SEN and Equality. Please contact Natalie Wilson (Head Teacher)

How adaptations are made to the curriculum and the learning environment.

The way we adapt the curriculum for children with SEND is set out in the school Equality Policy and Equality Plan, which can be found on our website, or a copy can be requested from the office.

To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

- The environment is well organised so that children can direct their own learning. The visual environment is calm to prevent sensory overload.
- Practitioners skilfully identify triggers and sensitively observe and notice when children are feeling dysregulated, or overwhelmed through being responsive, calm and empathetic. The spaces are adapted to provide a relaxing space that is available for children that may need a quieter atmosphere at times during the day, supporting their emotional well being.
- Adaptations to experiences are made in response to children's needs e.g. a focus on rich language experiences for children with communication and language needs; Additional stories and story sacks have been developed to support children's language development
- Interactions are adapted/personalised to meet children's needs. Our child-centred approach and strong key person relationships ensure that interactions are tightly focused to children's needs.
Staff meet to reflect and evaluate experiences and next steps when supporting identified children.
- Visual timetables are used to support children to reduce children's anxiety by showing what is going to happen in their day and help them to manage change.
- Children with communication needs are supported through our use of the May I Join You approach Makaton signing and SCERTs picture/photo cards to enable children to express their views and wishes.
- Skilled practitioners provide additional support based on children's strengths and needs eg modelling and implementing language strategies through play for children with Communication and Interaction differences.
- We plan learning experiences that ensure all children have access to a rich, inspirational curriculum.

- We work closely with outside agencies, such as speech and language therapy team, EY SEND Advisory team, Health professionals to implement the advice suggested.

We always discuss the involvement of specialist SEN services with parents first.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

How do we know if SEN provision is effective?

Governors complete learning walks, visiting the Nursery to see how children with SEND are accessing learning and how effectively practitioners use tailored interactions to help them make progress.

- The child's Key Person creates observations of each child and these are included in learning stories onto Class DoJo. These are shared with parents and are monitored by the SENDCo, to inform next steps and outcomes.
- Children's development is assessed through quality interactions, observations, WellComm, and Birth to 5 Matters Guidance. where appropriate, within the Oxfordshire Early Years Developmental Journal
- Discussions are held with parents of children with an Education and Health Care Plan (EHCP) to gather their views on the impact and effectiveness of the support provided by the Nursery
- The Key Person celebrates moments and interactions with children, using their observation, to talk about what they can do now and encouraging further learning.

In addition, for children with SEND we regularly review progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. When we run special intervention programmes for groups of children. We assess how successful they have been and use that information to decide on how best to run them in the future.

How are children with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

[Oxfordshire's accessibility strategy can be read at:](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

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Joining the school and moving on

We encourage all new children and their parents/carers to visit the school before starting. For children with SEND we arrange additional settling in visits, liaison with and visits to the previous setting where applicable.

We aim for children's emotional well being and sense of belonging to be at the heart of the transition from Headington Quarry to Primary school. Transition is child centred, providing a continuity of learning with nurture, care, respect and happiness.

The adult's working and learning closely alongside the children support the changes into Reception in partnership with families and local schools.

We think carefully about what the individual child needs during the transition process, what is important and matters to them, and then being responsive to these, working collaboratively with families and schools.

Through working closely with the schools that we feed to, we aim to make transition as smooth as possible for children and families.

Information is shared with the school about each child's interests, key development, skills, strengths and next steps.

Local primary schools are invited to visit the nursery to meet the children in an environment where they feel comfortable and secure. It is an opportunity to understand the way in which the children learn, engage and interact and be responsive to this when planning for transition. This supports consistency and continuity for each child in their new environment. Children will also visit their primary school to experience and become familiar with key people/ spaces/environments that may be new to them.

For children that may need additional support when transitioning to Primary school, Transition meetings take place in close partnership with families, the nursery school, agencies involved and the Primary school. The views and thoughts of the child and their family are at the forefront of all discussions, and reflects their individual learning style, strengths, interests, emotional well being and support they may require to ensure a positive and smooth transition.

Who to contact

If you are concerned about your child, in the first instance please see your child's key person. If you'd like to feedback, including compliments and complaints about SEN provision please see Mrs Louise Russell SENDCo or Mrs Natalie Wilson Headteacher. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents.

Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>