Royal Borough of Windsor and Maidenhead

Special Educational Needs and Disabilities (SEND) Local Offer and Provider's SEN Information Report

Boyne Hill Infant & Nursery School

Name of Leader:	Mrs Jane Davies
Name of SEN/Inclusion Co-ordinator (SENCO):	Mrs Abi Quinn
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Website:	www.boynehillschool.org
Type of Setting:	Nursery & Infant School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the setting provide for?

At Boyne Hill, which is a mainstream school, we believe that every child is special and we value all children in our inclusive environment. We welcome children of all abilities and if they have any Special Educational Needs and/or Disabilities (SEND), we aim to do everything we can to ensure they are happy, secure and fully integrated into our school community.

We have some members of staff who have completed training and are experienced in supporting children with Autistic Spectrum Condition (ASC) and have a small sensory area that children can access with adult support. We also have members of staff who have completed training to support children with speech and language difficulties and two qualified Emotional Literacy Support Assistants (ELSAs) who are able to provide 1:1 intervention support to those children with social or emotional needs.

Our qualified Special Educational Needs Co-ordinator (SENCo) is experienced at supporting children who have suffered early childhood trauma and our school was accredited with the Attachment Aware School Award in 2021.

b. How does the setting know if children and young people have special educational needs and disabilities and need extra help?

Support may be provided on the basis of a child having an identified need rather than solely on them having a formal diagnosis, whereby it has been observed that their level of need is having a significant impact on their expected progress. Some children join Boyne Hill with specific needs already identified or diagnosed and others have learning differences or difficulties which may be recognised by our experienced staff. In both situations, we work closely with parents and specialist services, where necessary, with the aim of ensuring appropriate support is put in place to enable the child to achieve their very best.

A support plan and/or an Individual Education Plan (IEP) may be written which will identify targets and/or support a child may need to help them make further progress. Support and targets will be regularly reviewed using the graduated approach of 'Assess-Plan-Do-Review' so that progress can be monitored and shared with parents/carers.

On occasions, with parental or carer permission, we may request involvement from other professional services such as the speech and language therapy team or educational psychology team and this may lead to further observations and diagnostic assessments.

Where there is enough evidence to show that despite us having taken relevant and purposeful action to identify, assess and meet the special education needs of a child, they have not made expected progress, the SENCo will liaise with parents and relevant professionals to ascertain if further specialist support/assessment is needed in the form of an Education Health Care Plan (EHCP).

c. What should I do if I think my child/young person may have special educational needs or disabilities?

If you think your child may have unidentified special educational needs or disabilities, raise this with their teacher or come and talk to either the Head Teacher (Jane Davies) and/or the Special Educational Needs Coordinator (Abi Quinn).

2. Support the setting provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

In line with guidance from the Education Endowment Foundation (EEF) on SEND support in mainstream schools, we endeavour to:

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected, small-group and one-to-one interventions.
5. Work effectively with teaching assistants.

In the classroom, we use a range of approaches to challenge and support pupils as needed, e.g., flexible grouping, cognitive and metacognitive strategies, explicit instruction and scaffolding. This ensures all children are included and have a sense of achievement. For children with identified special educational needs and/or disabilities, teaching strategies and/or resources may be tailored to support their learning. Frequent opportunities are provided for the children to talk about their learning with the adults they work with so they receive prompt and helpful feedback.

Extra support may also be provided, via 1:1 or small group interventions to help with phonics, reading, writing and/or maths where it is felt it would be beneficial to an individual child. Interventions of this nature are usually short term, e.g., may last one term. If a child has an EHCP, they might have time both within and away from the classroom receiving 1:1 support or very small group support in order to help them meet desired outcomes. They may also have 1:1 support to help them access learning within the classroom alongside their peers. In some instances, where a child may be accessing learning at a level significantly below their peers, they may be set a bespoke curriculum in line with early developmental goals and sensory needs which they will access with tailored 1:1 support.

We also provide children in Foundation Stage 2 or Key Stage 1 with Speech and Language Therapy Plans, 1:1 support and/or small group activities from a trained assistant to work on specific targets as directed in their individual Speech Therapy Plans.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We currently have two teaching assistants in our Foundation Stage 1 class (i.e., Nursery) and one teaching assistant in each Foundation Stage 2 class each day. We also have one teaching assistant in each of our Key Stage 1 classes each day. This enables some lesson support to be targeted within the classroom environment on either a 1:1 basis or in a small group, depending on specific needs.

For children with an Education, Health and Care Plan (EHCP), 1:1 support may be provided but this is dependent on the level of agreed additional funding provided as part of the EHCP. Learning strategies recommended by relevant professionals, e.g., Educational Psychology / Occupational Therapy / Speech and Language Therapy will be implemented in line with the EHCP and the child's level of progress and development.

In Key Stage 1, we also have a part-time teaching assistant who supports identified children with phonics and reading intervention and have additional reading volunteers who can support children in FS2 and KS1.

We also have two Emotional Literacy Support Assistants (ELSAs) in school who work with individuals or small groups of children who have social and emotional difficulties.

c. How is the decision made about what type and how much support my child or young person will receive?

If your child has an EHCP, the amount and type of support recommended to progress their learning will be specified in their Plan and will be individual to each child and dependent on their level of identified need and allocated EHCP funding.

For children who have been observed and assessed by an Educational Psychologist and/or Speech and Language Therapist, recommendations will be made about the type and frequency of support necessary in order to progress

learning and this will be shared with parents/carers. For those without an EHCP, this will also be dependent on the level of support school can provide with our existing resources and notional SEND budget.

For children who are not making expected progress, despite reasonable adjustments and support being put in place in the classroom, an Individual Education Plan (IEP) may be drawn up by their teacher/SENCo after consultation with parents or carers. The class teacher will then provide opportunities within the school day for short bursts of additional support and/or a child may be selected for 1:1/small group intervention away from the classroom. A copy of the IEP is sent home to also enable parental or carer support towards meeting the targets which are reviewed and updated accordingly on a termly basis.

Discussions about individual progress are also held between the class teacher, SENCo and/or the Head Teacher and any concerns will be raised. This, as well as periodic assessment tracking, enables additional support and intervention programmes to be targeted where they are most needed. Intervention records and provision mapping enables us to track all additional provision.

d. How will I (the parent) be involved in planning for and supporting my child or young person's learning?

If the class teacher has concerns about your child's progress, they will discuss this with you either at Parents' Evening or at a separately arranged meeting and may, with support from the SENCo, recommend the provision of an Individual Education Plan (IEP), where appropriate. Once targets have been drawn up, they will arrange a meeting to go through the IEP with you and you will receive a copy in order to support your child in the home environment. IEPs are regularly monitored and updated once the targets have been met.

For children with a Speech and Language Therapy Support Plan, a copy of the Plan is always sent to the home address by the Speech and Language Therapist to enable you to support your child at home. Our specialist Speech and Language Teaching Assistant may invite you in to observe a support session and have a discussion with you about how you can support your child at home.

If we recommend ELSA support for your child, we will consult with you and seek your permission before we begin. The ELSAs prefer to meet with parents or carers either before or shortly after embarking on a support programme to ensure they have a clear picture about the social or emotional needs of your child and will also meet with you at the end of the programme.

For children with an EHCP and/or Social, Emotional and Mental Health Needs (SEMH), we might decide to begin a Home to School communication book as this is an effective way of sharing information about daily successes or concerns.

Parents or carers are also more than welcome to come and speak to the Head Teacher or SENCo at an agreed time or they may prefer to make an appointment to speak to their child's teacher or support assistant.

e. How will my child be involved in his/her own learning and decisions made about their learning?

The children at Boyne Hill are very young and some are more able than others to be involved in decisions about their learning. However, where possible, their views and ideas are always taken seriously and strategies may be adapted to meet their individual preferences.

For children with an EHCP, their views are sought by a familiar member of staff, where possible, prior to review meetings.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Reviews for children with an EHCP will be held annually but a 6 month interim review for children under 5 years old in the Early Years Foundation Stage may also be held. An interim review may also be recommended, if there are thought to be significant changes to a child's level of need or provision requirements before the expected annual review date. The class teacher and support assistant working with them record progress against specific targets in the form of notes or work books. The IEPs are working documents so notes are made on them about progress towards, or achievement of, individual targets.

Children who are receiving intervention for phonics/reading are assessed before they begin and once the intervention period has finished.

For children receiving ELSA support, the assistants keep written records of each session and you may be invited in mid-way through the support period to discuss progress.

If your child has a Speech and Language Therapy Plan, the Therapist will liaise with school and parents/carers and may arrange a reassessment date once all or most targets have been met. Where a child has met all targets on their speech plan and there are no ongoing concerns (other than those that may be considered age appropriate), the Speech and Language Therapist may discharge the child from their services.

The Head Teacher also holds regular 'pupil progress' meetings with class teachers to discuss progress of all children, including those with SEND.

b. How do you involve my child or young person and parents in those reviews?

Parents and carers are always invited to attend reviews for children with an EHCP and they are asked to make a written contribution prior to the review. Where we are able, we will also seek the views of the child. Once the review forms have been completed by the SENCo, a copy will be given to parents or carers for their records.

c. How do you know if the provision for children and young people with SEND at your setting is working?

All children are assessed prior to and at the end of the phonics/reading intervention which enables us to track the progress made. However, if an intervention does not appear to be helping a child, we will consider another approach and this may involve further discussions with specialists, e.g., an Educational Psychologist, with parent/carer permission.

Children's progress towards specific IEP targets is assessed on an on-going basis and parents/carers are informed on a termly basis.

For children with an EHCP, we monitor progress towards their specified, desired outcomes at the annual review meetings. If a child needs changes and/or there are new or escalating causes of concerns about a child's progress and/or emotional wellbeing, an interim review may be held before the 12-month anniversary date of the last EHCP review/issue date of the original EHCP. If this is required, the SENCo will liaise with parents/carers and other involved professionals as required.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

The emotional and social development of all children is intrinsic in all daily activities and is promoted in a focused way through the school's shared values and the Relationships and Health Education curriculum area.

We have two Emotional Literacy Support Assistants, as well as support in the dining room at lunchtime during the Autumn term for a small group of children who find this part of the day a challenge.

Playtimes and lunchtimes are well supervised and any incidents of unkindness between children are dealt with swiftly as this will not be tolerated at Boyne Hill.

In our Foundation Stage, the adults regularly monitor each child's levels of wellbeing and involvement using the Leuven Scales.

Staff are also trained on how to use 'Emotion Coaching' to support children's emotional needs through an empathetic approach alongside modelling appropriate strategies to promote the mental wellbeing of staff and children.

For children with more complex Social Emotional Mental Health Needs (SEMH), the class teacher and/or SENCO will liaise with parents/carers to explore how best to support. In some instances we may recommend that families seek external professional support, e.g., CAMHS, SEMH outreach, Early Help. In these instances, the SENCo will help guide parents/carers (with their permission as needed) through what help may be available and can assist with any recommended referrals.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your setting?

For all children joining our Early Years Foundation Stage, we offer a visit to their current setting by a member of the EYFS team and parents/carers are invited to attend an information meeting at Boyne Hill.

For children joining Key Stage 1 with special educational needs or disabilities, visits to previous settings (if local) will be arranged where possible. These visits enable the receiving teacher and/or SENCo to familiarise themselves with your child's specific needs and request copies of any relevant paperwork.

Transition visits may also be arranged so your child can spend time in the new setting before joining the school full-time. It is helpful for some children, particularly those with ASC, to have a visual record of the daily routines, areas within the setting and classroom staff so this can be arranged for you by contacting our SENCo, Abi Quinn.

If a child is already identified as having a special educational need or disability before joining our setting, the SENCo may also liaise with their parents, current setting and other professionals involved to help plan any additional transition support that may be needed and assess the level of support the child may need within our setting.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

Prior to changing year group or school, visits to the new classroom or setting will be planned in the Summer term and we are happy for parents or carers to be involved with this as you are then able to support and reassure your child about the change.

Meetings are held between current and receiving teachers and support staff within school to ensure all information is shared. For children moving to a new school, information and paperwork is shared between Head Teachers and SENCos either face to face or electronically, depending on where the new school is. The SENCo of the receiving school will also be invited to attend the annual review for children with an EHCP if this falls within the Summer term.

6. Accessibility and specialist equipment

a. How accessible is the setting environment?

Our Equality Policy and Accessibility Plan is available from the school office.

- **Is your setting wheelchair accessible?**
  Boyne Hill is wheelchair accessible but specific entrances and exits would need to be used from some learning areas. The playground, library and dining rooms are fully accessible but we do not have any automatic doors.
- **Have adaptations been made to the auditory and visual environment?**
  Each room has strip lighting and the doors are painted in contrasting colours. Each classroom also has an interactive touch screen or whiteboard.
- **What changing & toilet facilities does the setting have for children and young people with SEND?**
  We have two disabled toilets – one in the dining room and one in the main school building.
- **Do you have disabled car parking for parents?**
  There is no disabled parking space in the immediate school vicinity.

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's EHCP, we will investigate other possible sources of funding, e.g., local trusts or charities.

c. How will my child or young person be included in activities outside the classroom including physical activities, clubs and trips?

All children are included on school trips/visits and support will be put in place for them as it would on a normal school day. Parents may wish to join their child and this can be arranged through consultation with the Head Teacher and/or SENCo. Risk Assessments are completed for all school trips/visits and the needs of children with special educational needs will be taken into account.

We are happy for your child to attend any appropriate extra-curricular lunchtime or after school clubs on offer to them, details and costs of which are sent home at the beginning of each term. However, if your child needs one to one support to enable them to take part, funding for this would need to have been agreed as part of their EHCP application and would come out of the additional funding budget on their EHCP.

At Boyne Hill we have a breakfast and after school club. Where attendance at one or both of these is required to meet a specific outcome identified in a child's EHCP, any financial support for this provision would need to be identified during the EHCP assessment process and appropriate funding provided.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

Our Head Teacher has a Diploma in SpLD (Dyslexia); two teaching assistants are trained ELSAs and three teaching assistants have the ELKLAN qualification to enable them to support children with speech and language difficulties.

Our SENCO is fully qualified, having successfully completed the National Award for SEN Coordination. She has also completed training on providing intervention support for those children needing extra support in Maths.

We have a number of trained and experienced staff in the areas of ASC and three members of support staff are trained in the use of Makaton. Training records ensure that the range of expertise remains as consistent as possible throughout the school. Wherever possible, we access courses provided locally.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

We will regularly involve other agencies to help us meet your child's needs but whenever we do so, we will inform parents/carers beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Children and Young People's Disability Service, Children and Young People's Integrated Therapies Service, Educational Psychology Service, the School Nurse, the Speech and Language Therapy Team, SHINE (the Outreach Autism Service for pupils with an ASC diagnosis) and the Early Help Advisor who is often able to offer support to families. In addition to this, we may have contact with Occupational Therapy and SEMH Support and other outreach support services, e.g., Manor Green Specialist School.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families
Tel: 01628 683182
Email: IAS@rbwm.gov.uk

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child person:
https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other setting policies relating to SEND?

The following policies relating to SEND are available on the school website at: www.boynehillschool.org

- Special Educational Needs & Disabilities
- Safeguarding and Child Protection
- Attachment Aware Behaviour
- Equal Opportunities
- Supporting Pupils with Medical Conditions

The following policies relating to SEND are available from the school office:

- Whistleblowing
- Physical Intervention & Restraint Guidelines
- Intimate Care

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Provision would be dependent on individual need and availability of resources in school.

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the setting and its provision for my child or young person?

We take pride in our open door policy so you are always welcome to come and talk to the Head Teacher and/or SENCo about any concerns or make an appointment to talk to your child's teacher. This way, concerns can be dealt

with quickly and efficiently. If, however, you feel you need to make a formal complaint, it should be made in writing to the Head Teacher or the Chair of Governors. A copy of our complaints procedure is available in school and on our website.

11. Glossary

Terms used in this document	Description/explanation of term
ADHD	Attention Deficit Hyperactivity Disorder - Attention deficit hyperactivity disorder is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.
ANNUAL REVIEW	The Review of an Education, Health and Care Plan that a local authority must make every 12 months.
ASC	Autistic Spectrum Condition - The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: • difficulty with social communication • difficulty with social interaction • difficulty with social imagination
Behaviour Support	Behaviour Support and Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools' Support Service. They work with a number of RBWM schools in a variety of ways supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
BOXALL profile	Online profiling assessment tool to assess the social, emotional and behaviour development of children and young people.
Early Years Foundation Stage	The early years foundation stage sets standards for the learning, development and care of children from birth to 5 years old.
Educational Psychologist	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools' Support Service. They work with schools and the local community to improve outcomes for children and young people aged 0-19 (or up to age 25 with significant SEND).
EHCP	Education, Health and Care Plan – this is a legal document that states what support a child or young person with special educational needs, aged 0-25, should have.
ELKLAN	An accredited course for practitioners supporting learners with speech, language and communication needs.
ELSA	Emotional Literacy Support Assistant – to support the emotional and social development of children.
IEP	Individual Education Plan – sets Specific, Measurable, Achievable, Relevant and Timed targets for individual children.
KEY STAGE 1	The legal term for the two years of schooling in maintained schools in England and Wales, normally known as Year 1 and Year 2, when pupils are aged between 5 and 7.
LEUVEN SCALES	Leuven scales for emotional wellbeing and involvement (developed by the Research Centre for Experiential Education at Leuven University, under the supervision of Professor Ferre Laevers). Wellbeing focuses on the extent to which children feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health. Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular, it refers to whether the child is focused, engaged and interested in various activities.
OCCUPATIONAL THERAPY	A service who support the assessment and intervention of young people with health conditions.

PECS	The Picture Exchange Communication System is a form of augmentative and alternative communication.
RHE	Relationship and Health Education - a whole class curriculum of learning from the government to support children's understanding of personal, social and health issues.
PROVISION MAP	A way of a school showing the resources and provision available including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
RBWM	Royal Borough of Windsor and Maidenhead – the local authority.
SENCo	Special Educational Needs co-ordinator – a member of staff who is responsible for coordinating special needs provision in school.
SEND	Special Educational Needs and Disabilities
SHINE	An outreach service who support children in mainstream schools with a diagnosis of Autistic Spectrum Condition.
SpLD	Specific Learning Difficulties.
STANDARDISED TEST	Assessment which is carried out in a very specific way and the same way every time. This may be so that the child's results can be compared with other children of their age.
VISUAL TIMETABLE	A timetable for an individual or class with pictures which clearly shows the activities which will be happening throughout the day.

Date of last update of this document: October 2026

Date of next review: October 2027