



SEN information report

1. Introduction

Welcome to Norcot Early Years Centre's SEN information report. This report explains how we support children with special educational needs and/or disabilities (SEND) at our nursery school and day-care.

At Norcot, we are committed to providing high-quality early years education for all children, including those with SEND. We believe that every child deserves the best possible start in life and we work closely with families to ensure each child can reach their full potential.

Nursery school:

Our SENCo is: Kathryn Sykes

Contact details: ksykes@norcot.reading.sch.uk

Day-care:

Our L3 SENCo is: Lisa McCoy

Contact details: lmcoy@norcot.reading.sch.uk

2. What are Special Educational Needs and Disabilities (SEND)?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means they:

- Have significantly greater difficulty in learning than most children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age

At Norcot, we identify and support children with SEND across four broad areas of need:

1. **Communication and interaction** - including speech and language difficulties and autism
2. **Cognition and learning** - including learning difficulties and specific learning difficulties
3. **Social, emotional and mental health** - including anxiety, attachment difficulties and behavioural needs
4. **Sensory and/or physical needs** - including visual needs or hard of hearing, physical disabilities and sensory processing difficulties

3. How We Identify Children with SEND

Early identification is crucial in the early years. At Norcot, we identify children's needs through:

- **Initial assessments** when children start nursery
- **Ongoing observations** of children's learning and development
- **Progress tracking** against early learning goals
- **Information from parents/carers** - you know your child best
- **Information from other professionals** e.g., health visitors, speech and language therapists
- **Regular reviews** of children's progress

If we have concerns about a child's progress, we will:

1. Discuss our concerns with families
2. Gather more detailed information through observations and assessments
3. Put additional support in place if needed
4. Involve external specialists, if appropriate

4. Our Approach to Supporting Children with SEND

We use a **graduated approach** called **Assess, Plan, Do, Review**:

Assess

- We identify the child's needs through observation and assessment
- We gather views from parents/carers and other professionals
- We identify what the child can do and what they find difficult

Plan

- We agree on the support and interventions needed
- We set clear outcomes we want to achieve
- We decide who will provide the support and when

Do

- We put the planned support in place
- Staff work with the child using agreed strategies
- We keep parents/carers informed about what we're doing

Review

- We review the child's progress regularly (at least termly)
- We assess the impact of the support provided
- We adjust our approach based on what's working
- We meet with parents/carers to discuss progress and next steps

5. Support Available at Norcot

Universal Support/ Ordinarily Available Provision - Quality First Teaching

High-quality teaching

- Staff use the best teaching methods for young children's learning and development

A stimulating, accessible learning environment

- Classrooms and outdoor areas that help children explore, learn and feel safe

Differentiated activities

- Activities adapted to meet each child's individual needs and stage of development

Regular assessment and monitoring

- We check how your child is progressing and adjust our teaching to help them succeed

Language and communication focus

- Daily conversations and interactions to build your child's vocabulary and confidence in speaking

Daily story time

- Stories read aloud, repeated and acted out to develop language skills and love of reading

Early identification of needs

- Quick support if your child needs extra help with communication, learning or well-being

Partnership with families

- Working closely with you to support your child's learning at home and school

SEN Support

Some children require support through the creation of a Personalised Education Plan (PEP) to meet their developmental needs, as detailed in 'plan' section.

For communication and interaction needs:

- Visual timetables, Makaton signing, Communication boards, objects of reference
- Small group work to develop communication skills
- Adapted resources and communication aids

For cognition and learning needs:

- Additional adult support, sensory activities, modified learning activities
- Targeted support for early literacy and numeracy skills
- Multi-sensory learning approaches

For social, emotional and mental health needs:

- Nurture provision, emotional regulation support, social skills groups
- Key person support for settling and emotional wellbeing
- Therapeutic behaviour approaches, understanding what a child is trying to communicate through a behaviour.

For sensory and/or physical needs:

- Sensory circuits, adapted equipment, physiotherapy programmes
- Accessible environment and specialist equipment
- Support from occupational therapy, physiotherapy services or the sensory consortium.

Involving Specialist support

Some children may benefit from the advice of external professionals to support their learning needs. This includes:

- The involvement of external professionals and specialist agencies such as speech and language therapists, occupational therapists, educational psychologists, the early years SEND team, health visitors, or specialist teachers.
- Implementation of bespoke learning opportunities and individualised programmes as advised by these specialists
- Highly personalised resources and strategies tailored to the child's specific needs.
- Consideration of whether an Education, Health and Care (EHC) needs assessment may be appropriate.

Education, Health and Care Plans (EHCPs)

Some children with more complex needs may have or need an application for an Education, Health and Care Plan (EHCP). For these children the staff team would:

- Support the process of creating the assessment of need, alongside the family.
- Follow the provision outlined in their EHCP
- Work closely with external specialists
- Review the plan every six months with families and the local authority

- Provide additional adult support as specified in the plan
- Complete a six-monthly review of the learning outcomes together with the family.

High Needs Resource Base

At Norcot we have a “High Needs Resource Base” which is overseen and run by Norcot Early Years Centre Staff. Families from both Norcot and those across Reading Borough Council can apply for their child to be considered for a space.

In the Resource Base, children will access an environment which provides extra support for children with Speech, Language and Communication delays, Sensory Needs and Cognition and Learning needs. The Resource Base enables a personalised approach to the curriculum which is flexible and anticipates individual needs. Children have access to the curriculum through teaching informed by relevant agencies and specialist training and through individual PEP / EHCP.

Children in the resource base will:

- have a higher adult to child ratio (1:2)
- receive more focussed support in an aim to meet the child’s individual needs
- have the opportunity to access interventions such as; Attention Autism, Tac Pac, Sensory Exploration, WALDON, Intensive Interaction, the Curiosity Approach, Bamboozle story-telling and food exploration.
- learn how to communicate in different ways such as the use of signing (Makaton) and/or Picture Exchange Communication System (PECS)
- have access to a sensory room and soft play provision to support their regulation
- access targeted support devised by SALT and implemented by the class team.
- rehearse and build confidence with new skills alongside mainstream peers in Sun, Sunflower or Rainbow Room.
- have focused PEPS targets created based on SCERTS (Social Communication, Emotional Regulation and Transactional Support) and their EHCP targets, if applicable.

6. Our Staff and Their Expertise

Nursery School SENCO

Name: Kathryn Sykes

Qualifications: NASENCo, MA Early Years Education, Diploma in Mental Health and Wellbeing in Children and Young People.

Experience: A qualified teacher with extensive experience in both mainstream and specialist settings who supports the provision of a personalised curriculum to meet the needs of every child, working alongside families and professionals. Kathryn takes a lead role to ensure staff are well-trained in curriculum adaptations including Attention Autism, Sensory Processing Differences, supporting Communication and Language, Interactive Story Telling and Therapeutic Behaviour.

Day care L3 SENCO

Name: Lisa McCoy

Qualifications: Level 3 Early Years SENCO

Experience: I have worked in Waterside Day Care with Norcot families and children for the last 21 years. Outside of Norcot, I have been a registered carer for children with additional needs for the last

20 years. I provide respite care for children with SEND and their families, so I have a wealth of experience in this area.

In 2021, I achieved my Early Years SENDCo Accreditation through Brighter Futures for Children. I support staff, children and families with SEND, including support with EHCPs, Exceptional Funding and PEPs.

Our SENCo:

- Coordinates all SEND provision at Norcot
- Supports staff in identifying and meeting children's needs
- Works with external agencies
- Meets regularly with parents/carers
- Monitors the progress of children with SEND

Other Staff

All our staff receive regular training in:

- AET- autism awareness, speech and language support, behaviour management,
- Safeguarding
- Early identification of SEND
- Inclusive practice and adaptations
- Working with children with specific needs
- Supporting behaviours therapeutically.

Specialist staff in High Needs Resource Base:

Staff receive additional training in:

- PECS
- Sensory integration and food exploration.
- Curiosity approach
- Bamboozle story telling
- Makaton

7. Working with Families

We believe that families are partners in their child's education. We work closely with families by:

- **Sharing information regularly** through daily handovers, informal conversations
- **Meeting formally at least 3 times a year** to review progress and agree on next steps
- **Involving you in planning** your child's support and setting outcomes
- **Providing written records** of meetings and agreed actions
- **Being available** to discuss any concerns you may have
- **Signposting to other services** that can support your family

How to contact us about SEND:

- Speak to your child's key person
- Contact our nursery SENCo: k.sykes@norcot.reading.sch.uk
- Contact our day care L3 SENCo: lmccoy@norcot.reading.sch.uk

8. Working with External Agencies

We work with a range of professionals to support children with SEND, including:

- **Speech and Language Therapy Service**

- **Educational Psychology Service**
- **Occupational Therapy**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Paediatricians and health professionals, we write referrals to the GP as needed.**
- **Early Years SEND Team (Reading Borough Council)**
- **Portage Service**
- **Sensory Support Service** (for children with visual needs or hard of hearing)
- **Family hub**

With parental consent, we will:

- Make referrals to appropriate services
- Share information about your child's needs
- Implement advice and strategies from specialists
- Attend multi-agency meetings
- Coordinate support from different professionals

9. Transition Support

We understand that transitions can be challenging for children with SEND. We support transitions by:

Starting at Norcot

- Home visits before your child starts in Nursery School
- Initial first visit before your child starts in Day-Care
- Flexible settling-in arrangements
- Gathering information about your child's needs
- Meeting with previous settings or professionals, if needed
- Creating a personalised transition plan if needed

Moving to Primary School/ new setting

- Extra visits to the new school/ setting
- Sharing detailed information about your child's needs and what works well
- Transition meetings with the receiving school
- Creating transition books or social stories
- Continued support from our team during the transition period

10. Accessibility and Inclusion

Our Accessible Environment

Norcot Early Years Centre is committed to being fully accessible. Our facilities include:

- Wheelchair accessible entrance, disabled toilet facilities, accessible outdoor areas
- Specialist equipment, e.g., changing facilities, sensory room, quiet spaces
- Visual supports throughout the environment

Our Accessibility Plan

Our accessibility plan sets out how we:

- Improve physical access to the building and learning environment
- Increase access to the curriculum for children with disabilities
- Improve the delivery of information in accessible formats

You can view our full accessibility plan on our [website](#) or request a copy from the school office.

Reasonable Adjustments

We make reasonable adjustments to ensure children with SEND can access all aspects of nursery life. This might include:

- Adapting activities and resources
- Providing additional adult support
- Adjusting routines and timetables
- Using specialist equipment
- Providing information in different formats

11. Funding for SEND

We receive funding to support children with SEND through:

- **Core nursery funding** - used to provide high-quality teaching for all children
- **Inclusion SEN budget** - additional funding to support children with SEN
- **Resource Base funding** - for children with more complex needs or EHCPs, provided by Reading Borough Council
- **Disability Access Funding**- for children with receipt of DLA
- **Early Years Pupil Premium** - additional funding for eligible children

We use this funding to:

- Employ specialist staff
- Provide additional adult support
- Purchase specialist resources and equipment
- Access training for staff
- Commission support from external agencies

12. The Local Offer

Reading Borough Council publishes a **Local Offer** which sets out the support available for children and young people with SEND across Reading.

You can access Reading's Local Offer here:

<https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

You can access Norcot Nursery School Offer here:

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=hkYUSliY1Ko&familychannel=3-14>

You can access Norcot High Needs Resource Base Offer here:

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=it9UXy9T6RY&familychannel=3-14>

You can access Norcot Day-care Offer here:

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=ywSpIDjXYyE&familychannel=3-14>

The Local Offer includes information about:

- Education, health and care services in Reading
- Support for families
- Activities and short breaks
- Preparing for adulthood
- How to request an EHC needs assessment

13. Support and Advice for Families

Reading SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, confidential and impartial information, advice and support to parents/carers of children with SEND.

Contact SENDIASS:

- Website: <https://www.readingiass.org/>
- Phone: 0118 937 3421
- Email: iass@reading.gov.uk

Other Support

- **Reading Parent Voice** - parent carer forum for Reading
- **Early Support** - coordinated support for families of young children with disabilities
- **Autism Support** <https://www.autismspeaks.org/>
- **Parenting Special Children** <https://parentingspecialchildren.co.uk/>

14. Complaints

We hope that any concerns about SEND provision can be resolved through discussion with your child's key person, our SENCo, or the Headteacher.

If you wish to make a formal complaint, please follow our complaints procedure.

If your complaint is specifically about the local authority's SEND provision or an EHC plan, you can contact:

- **Reading SEND Team:** <https://brighterfuturesforchildren.org/for-parents-carers/under-5/under-5-with-send/>
- **SENDIASS:** for advice and support with complaints

15. How We Monitor and Evaluate Our SEND Provision

We regularly monitor and evaluate the effectiveness of our SEND provision by:

- **Tracking children's progress** against their individual outcomes
- **Reviewing the impact of interventions** termly
- **Gathering feedback** from families, children and staff
- **Reporting to governors** on SEND provision and outcomes
- **Conducting annual reviews** of this SEN information report
- **Working with external advisors** to evaluate our practice
- **Quality Assurance monitoring visits** by local authority
- **Comparing our provision** with best practice guidance

Our governing board has oversight of SEND provision through regular monitoring.

16. Further Information

Related policies and documents:

- SEND Policy
- Accessibility Policy and Accessibility Plan
- Equality, Diversity and Inclusion Policy; Equality Objectives
- Admissions Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Complaint's policy

All policies are available on our website or from the school office.

17. Contact Us

If you have questions about SEND provision at Norcot, please contact:

Headteacher: Katarina Bingham

Email: head@norcot.reading.sch.uk

Nursery school SENCo: Kathryn Sykes

Email: ksykes@norcot.reading.sch.uk

Day care L3 SENCo: Lisa McCoy

Email: lmccoy@norcot.reading.sch.uk

Norcot Early Years Centre
82 Lyndhurst Road
Reading
RG30 6UB

www.norcotearlyyearscentre.co.uk

Agreed on: March 2026

Review on: March 2027