



**Westfield Nursery School**  
**Special Educational Needs and Disabilities (SEND) Information Report 2025-2026**

**What types of SEN does the school provide for?**

We provide support for pupils who have needs in the four areas identified by the SEND Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We are experienced at supporting children with a whole variety of needs.

Learning needs could include speech and language difficulties, global developmental delay and children who are neurodivergent for example children who have autism spectrum disorder (ASD) traits.

**What should I do if I think my child has SEN needs?**

For children to get the best outcomes and reach their full potential it is important for strong relationships and close working between the Nursery and parents/ carers. Understanding what children know and can do at home is very important.

We ask if you have any worries or concerns about your child's development before they start Nursery. Please share any concerns with your child's class teacher or the SENDCo Mrs Collins. They will talk to you about how your child presents at Nursery and agree next steps with you.

**How does the school support pupils with disabilities?**

We have experience of supporting children with a range of needs for example physical needs could include children with problems with hearing or eyesight, or physical disabilities. Medical needs could include asthma, allergies, genetic conditions or serious conditions or illnesses. We work with a range of experts such as nurses, physiotherapists, occupational therapists, visual impairment or hearing impairment teachers to ensure we get the best advice on supporting a child's need.

**How will the school know if my child needs SEN support?**

We use assessment information gathered from observations to review children's achievement and progress against age related expectations for each of the curriculum areas. We also have access to a speech and language assessment programme called WellComm which helps identify children facing speech and language barriers. Each term we review children's well-being and involvement. For children in Bumblebees class we complete a two-year check. We also use information shared from parents/ carers e.g. when child first walked/ talked and SENDCo observations and next steps.

Concerns may also have been raised by a previous setting or a health care professional such as a health visitor.

Some children need support of an adult to keep them safe as well as support communication and interactions. We apply for inclusion funding and use this to ensure an adult is available to support the child.

**How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

We do not have a catchment area, and children can come to Westfield from Dunstable, Houghton Regis, Luton or the surrounding villages. We have an admissions policy, available on our website and we implement this. We do maintain a waiting list.

**Which staff will support my child, and what training have they had?**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Collins, Headteacher. Please ask to speak to Mrs Collins via the school office. She can be contacted on the school telephone number 01582 608650 or via email [sendco@westfieldnurseryschool.org](mailto:sendco@westfieldnurseryschool.org). Mrs Collins will be available Monday-Friday 8.30am-3.30pm via appointment. She is currently completing the NPQSEN qualification. Mrs Andrews senior teacher holds the National Award for SEN Co-ordination. Some children will be supported by a Teaching Assistant (TA) who will support them throughout the session.

Staff have completed a range of SEN training including this year to date (2025-2026)

- the Curiosity Approach
  - Understanding and Supporting Autistic children in Early Years
  - Understanding and Supporting Autistic Girls
  - Sensory Preferences
- and last year (2024-2025)
- Understanding Pupils with Pathological Demand Avoidance
  - Benefits of using signing to support child development
  - Non-verbal communication: Managing Behaviour patterns
  - Accommodating SEND Behavioural needs/ Early Years
  - Non-verbal Communication: Managing Behaviour patterns/ Nurseries
  - Teaching talk: Supporting delayed language skills in SEND/ Nurseries
  - Drafting and finalising an EHCP
  - Annual Review Workshop
  - Alternative and Augmentative Communication
  - CBC SEND Bitesize training

Staff are able to access training they feel will support them better to understand and support the children in their care.

### **How will I be involved in decisions made about my child's education?**

Parents/ carers are involved all decisions. They give permissions as well as contributing to referrals, support plans and Education Health Care Plans. Parents/ carers build strong relationships with the class lead, staff supporting their child and SENDCo.

### **How will the school adapt its teaching for my child?**

Our Nursery curriculum covers the age range from six months to sixty months. We have a continuous provision offer which includes quality first teaching strategies available for all children. For example, we embed routines and expectations, we model and extend language and use zoned, labelled areas within each classroom.

For some children we adapt what we do, this could include delivery of specific interventions, using objects of reference to support transitions and building in movement breaks. Individual children can be supported through targeted strategies such as supporting sensory seeking behaviours, specific skills acquisition such as stacking or posting and calming strategies. These needs and the best ways to support will be described in a SEN support plan.

SEN support plans include information on the child's strengths and interests, things the child finds difficult and how best to support. The plan then identifies the continuous provision, long and short-term outcomes with strategies and responsibilities. These are reviewed regularly with parents/ carers.

Some children need more specialised support and we will work with families to complete an Education Health Care Plan (EHCP) request. The EHCP is a legally binding document in England for children and young people (aged 0–25) with special educational needs and disabilities (SEND). It outlines specific needs, required support, and intended outcomes, providing additional funding and, if necessary, a specialist school placement.

The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

### **How does the school ensure my child is included in activities alongside pupils who don't have SEN?**

All children at Nursery are allocated a class, Bumblebees for our two-year-olds, either Dragonflies and Ladybirds for the 15-hour children and Caterpillars and Butterflies for the 30-hour children. Children follow the class timetable and are fully included in all aspects of the day where their needs allow. They may spend some time either 1:1 or in a small group if they are not yet ready for the whole class teaching times. We do not have a separate classroom or space.

**How will the school support my child's well-being?**

We have robust Safeguarding and child protection policies and procedures in place. We have two designated safeguarding leads (DSL) and five Deputy DSLs. There is also a designated teacher for Looked After Children.

We monitor all children's well-being and involvement using the Leuven scales. Our curriculum includes children being able to communicate their feelings, wants and needs and developing a friendship. Some children have a support plan to support them within these areas. We would share with parents/ carers wherever we have concerns.

We have an intimate care policy to support those children who are not yet toilet trained.

Our Mental Health lead is Mrs Collins.

**How will the school measure my child's progress?**

We observe children and make judgements about their attainment against our curriculum statements. We monitor progress against attainment. For some children we use a more specialised SEN assessment so we can ensure we target support and monitor progress against specific needs. For pupils with a SEN plan, we review the progress against the targets set and update these plans accordingly.

**How will the school evaluate the effectiveness of provision for SEN pupils?**

The leaders and governors of the school evaluate the provision. There is a link governor for inclusion Mrs Waceba. She is the ex-head teacher of a special educational needs school and a school improvement advisor. The school improvement committee of the governing body look at inclusion as part of their work.

All work to support SEND is monitored and overseen by the SENDCo. We use a SEND assessment for children who may need more specialised help in making progress against their needs. We also assess against our Nursery curriculum at the end of each term. We review the progress of individual pupils and pupil groups to ensure we adapt our provision and support next steps.

SEND Support Plans are reviewed regularly, in conjunction with parents/ carers and any external professionals involved. The SENDCo hosts a formal review for children with an Education Health Care Plan (EHCP) every six months with parents/ carers and all external professionals.

**Which interventions are used?**

Bucket time intervention: This is completed in a quiet space with a small group of children with a high adult to child ratio. There are four stages we use at bucket time. Stage one is the bucket itself. The children listen/ sing a song and wait to see what is in the bucket. This is always something new and exciting to stimulate interest. Staff ensure children are focussed and introduce new vocabulary. Once the children show fixed attention at bucket time, we move onto stage two. Here the children watch and listen to a visually stimulating activity which supports concentration and focus for a longer period of time. The third stage involves children completing the activity from stage two which supports turn taking and shifting their attention. Finally in stage four children complete an individual adult directed task at a 'workstation'. This will focus on an element of the Early Years Foundation Stage curriculum, for example using tweezers to put pom poms in a pot which supports a child's physical development.

Button Timer: Button timers are used if a child struggles to finish a task or activity and to help prepare a child to move on. This is a visual prompt and reminder that something is going to end/ finish.

Choice Board: Choice boards are a page of pictures which a child may want to make a choice from. They can be photos of the actual item or symbols of the items.

Curiosity Programme: This is a fun-filled interactive way of supporting a child's attention, language and social communication. Stage 1- Get Connected, for example imitating a child's movements and sounds. Stage 2 signature sequences, such as adding a song to a daily routine, stage 3 creating curiosity, e.g. through collections of items and stage 4 playing together.

Individualised timetable: Some children are not yet ready for certain parts of the day, for example those elements of the day with a whole class of children sat on the carpet. A staff member will work with the child on a key skill such as sorting, posting, stacking and matching.

Lift Off to Language: This promotes speech and language through small group activities, introducing children to new vocabulary and promoting their self-confidence when interacting with their peers.

Movement breaks: Some children need a movement break to support them not becoming too dysregulated. For example, this could be a short walk. After the break children are more ready to learn.

Now and next boards: Some children (1:1) are supported in transition times by a now and next board. It is an effective aid in helping children who are having difficulties following instructions, by showing them that something they enjoy will be coming next.

Object exchange: Object exchange (1:1) is when a child initiates interaction by handing an item to an adult to make a request. This supports interactions in non-verbal children.

Objects of reference: Some children (1:1) use objects of reference to support their understanding of simple language, changes in routine and their ability to make choices. For example, a child who is going to have their nappy changed may be given a nappy or a child who is transitioning to snack time may be given a cup.

Resources: We use a range of resources to support children such as cause-and-effect toys, toys with lights or sounds and toys to support interactions such as click clack cars.

Safe spaces: At times children may need a space where they can safely regulate. We have calm areas in our reading corners with soft furnishings.

Sensory Bag: The feely bag is offered to the child. They are encouraged to put their hand in and take an object out. These objects are more sensory, so children can touch, smell, listen and look at them. They are encouraged to talk about it, or the adults will model how to talk about it. The objects are then returned to the bag.

Sensory Boxes: We have five sensory boxes with objects to touch, each with its own individual smell. The boxes are themed around the garden, the sea, music, home and fantasy. Children explore the contents with adult support.

Sensory Stories: A member of staff reads a short story with a variety of props, for example a spray bottle could represent water or the sea, or bells could be used to represent music or dancing. Children are encouraged to sit, listen and interact with the props.

Specialist Equipment: If any specialist equipment is required such as medical equipment, sensory aids, communication aids, movement aids etc, the Nursery works with parents/ carers and external professionals to ensure the correct equipment is provided and used appropriately.

Tap Tap Box: This is a special box, where a song is sung to introduce the activity. A child takes an object from the box to explore, and they are encouraged to talk about it or the adult will model how to talk about it. The object is then returned to the box for the next child to have a go.

Therapies: Some children have support from specialists such as a speech and language therapist, occupational therapist or physiotherapist. These are generally appointments attended outside of Nursery, but Nursery welcomes school visits to ensure appropriate support is being given.

Visual communication cards: Cards are used to support learning e.g. stop sign.

Workstation: A child will be asked to complete a task, for example a puzzle. There is a start and finish tray. Adults start with activities which children have an interest in and then extend the activities.

**How will resources be secured for my child?**

We have a range of resources we use with our SEN children. These include a range of sensory resources such as peanut ball, light up resources and sound resources. We have a range of physical resources such as soft play or balance resources. We take advice from specialists and purchase those resources which have been identified to meet children's needs.

**What support will be given to children transitioning between classes and schools?**

All children moving to a new class, for example from two-year-olds to three- and four-year-olds visit their new classroom to get used to their new surroundings. The class leaders complete a comprehensive handover. The staff member supporting them may move class too.

For children moving to a new school, we request additional transition visits, a SEND handover and a teacher handover. We share all relevant paperwork such as assessments and SEN plans.

**What support is in place for looked after children and previously looked after children with SEN?**

Looked After Children (LAC), a term for children in the care of a local authority because their parents can't provide care, are supported by our designated teacher, Mrs Collins. These children have both LAC reviews and Personal Education Plan (PEP) meetings that outlines their educational, developmental, and well-being needs. Staff monitor these children and ensure appropriate targets and support are in place.

**What should I do if I have a complaint about my child's SEN support?**

We welcome all children into Nursery regardless of need. We strive to work closely with parents/ carers in the best interests of the child and in meeting the needs of the child. Parents/ carers of children who have special educational needs or disabilities meet regularly with staff in planning for their child's needs (as described above). If parents/ carers are not happy with the provision being provided for their child, they are always encouraged to talk to the school so we can work together to resolve concerns. If issues remain unresolved parents/ carers should refer to the Nursery's Complaints Policy.

**What support is available for me and my family?**

Visit our webpage for further information and signposting  
<https://www.westfieldnurseryschool.org/send-information.html>

Visit the Central Bedfordshire Local Offer  
<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

See Appendix One for signposting in regard to support for families of pupils with additional needs.

**Glossary**

ASD- Autism Spectrum Disorder  
DSL- Designated Safeguarding Lead  
EHCP- Education Health Care Plan  
LAC- Looked After Child  
PEP- Personal Education Plan  
SEN- Special Educational Needs  
SEND- Special Educational Needs and Disabilities  
SENDCo- Special Educational Needs and Disabilities Co-ordinator  
SSP- SEN Support Plan

## Appendix One- Support for Pupils with Additional Needs

### Accessible Holidays

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[https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/local\\_offer\\_pdf\\_version.pdf](https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/local_offer_pdf_version.pdf)

### Advice Central

Open door to free advice in Central Bedfordshire on a number of topics including disability, benefits, health, and wellbeing.

Telephone: 0300 303 6666

Email: [AdviceCentral@drcbeds.org.uk](mailto:AdviceCentral@drcbeds.org.uk)

Website: [www.advicecentral.org.uk/](http://www.advicecentral.org.uk/)

### Autism Bedfordshire

An independent charity that provides Youth Groups, Summer Schemes and activities for children, young people and adults who are autistic and their families in Bedfordshire.

General enquiries: 01234 214871

Telephone: 01234 214871

Email: [enquiries@autismbeds.org](mailto:enquiries@autismbeds.org)

Website: [www.autismbedfordshire.net](http://www.autismbedfordshire.net)

### Bedfordshire Daily Advice Line for Parents of Children with Additional Needs

Offers advice on issues such as behaviour, sleep, toileting, or any other concerns you may have.

Telephone: 0300 555 0606

### Carers in Bedfordshire

A charity supporting unpaid carers of all ages.

Telephone: 0300 111 1919

Email: [contact@carersinbeds.org.uk](mailto:contact@carersinbeds.org.uk)

Website: <https://carersinbeds.org.uk/contact-us/>

### Central Bedfordshire Local Offer

Support and services for children and young people with special educational needs and disabilities

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

### Child & Adolescent Mental Health Services (CAMHS)

Telephone: 01582 708140 or 01525 638614

Email: [elft.luton-southcamhs-spo@nhs.net](mailto:elft.luton-southcamhs-spo@nhs.net)

Website: <https://www.elft.nhs.uk/services/camhs-south-bedfordshire-and-luton>

### Citizens Advice

Dunstable & District- The Dunstable Centre, Court Drive, Dunstable, Bedfordshire, LU5 4JD

Telephone: 01582 670003 (Reception) or 01582 661384 (Advice line)

Website: <https://www.dunstablecab.org.uk/>

### Contact for Families with Disabled Children

Advice and information about any concern a family might have about raised a child with additional needs.

Telephone: 0808 808 3555 - free helpline

Email: [helpline@cafamily.org.uk](mailto:helpline@cafamily.org.uk)

Website: <https://contact.org.uk/Independent>

### Disability Rated Discounts

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[https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/local\\_offer\\_pdf\\_version.pdf](https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/local_offer_pdf_version.pdf)

### Disability Living Allowance

<https://www.gov.uk/disability-living-allowance-children>

Disability Living Allowance helpline: Monday to Friday, 9am to 5pm

Telephone: 0800 121 4600

### Disability Resources Centre

The Disability Resource Centre is an independent organisation and a registered charity, that has disabled people at the centre of its decision making.

Phone: 01582 470 900

Email: [info@drcbeds.org.uk](mailto:info@drcbeds.org.uk)

Website: <https://drcbeds.org.uk/our-purpose/#>

### **Dunstable Leisure Centre**

Under Fives swimming sessions & other activities

Telephone: 01582 361400

Website: <https://www.everyoneactive.com/centre/the-dunstable-centre/>

### **Dunstable Locality Children's Centre**

'Stay & Play in Our Own Way' weekly session for children with SEND needs and their siblings

North: Westfield Road, LU6 1DW Telephone: 0300 300 8106

South: Oakwood Avenue, LU5 4AS Telephone: 0300 300 8104

Email: [dunstablechildrenscentres@centralbedfordshire.gov.uk](mailto:dunstablechildrenscentres@centralbedfordshire.gov.uk)

Website link: <https://cbc.cloud.servelec-synergy.com//SynergyFIS/Childrenscentres.aspx>

### **Edwin Lobo Child Development Centre**

The Edwin Lobo Child Development Centre provides a consultant-led service for children and young people with a suspected disability, Neurodisability or developmental delay living in South Bedfordshire and Luton. Referrals are made by Health or Education professionals. A support pack can be found by clicking the link below

<https://www.cambscommunityservices.nhs.uk/beds-luton-community-paediatrics/neurodiversity-support-pack>

### **Families United Network (F.U.N.)**

A charity supporting children and young adults living in Bedfordshire who have any kind of additional need or disability, and their siblings and family carers. FUN provides clubs and activities for children aged from birth to 18 years, and for adults aged 18+. It is free to join and as a member you and your family can access all of our services and support.

Telephone: 01582 420800

Email: [info@familiesunitednetwork.org.uk](mailto:info@familiesunitednetwork.org.uk)

Website: [www.familiesunitednetwork.org.uk](http://www.familiesunitednetwork.org.uk)

### **Family Fund**

Family fund is a charity supporting families with disabilities or serious illnesses

Telephone: 01904 550055

Website: <https://www.familyfund.org.uk/>

### **Freddie and Friends**

A parent led support group based in Pages Park Pavilion, Leighton Buzzard

Telephone: 07841700344

Email: [info@freddieandfriends.org](mailto:info@freddieandfriends.org)

Website <https://www.freddieandfriends.org/>

### **Home Start Parent Mentoring Service**

Volunteer Parent Mentors who have themselves got experience with children with SEND offer one to one support for a period (usually six weeks) to other parents with children with additional needs.

Telephone: 01582 660061

Email: [office@home-startcentralbeds.org.uk](mailto:office@home-startcentralbeds.org.uk)

Website: [www.home-startcentralbeds.org.uk/](http://www.home-startcentralbeds.org.uk/)

### **Kids in Action**

Kids in Action is a charity for special needs children with a strong focus on positively transforming young people's lives.

Telephone: 01582 477762

Email: [info@kidsinaction.org.uk](mailto:info@kidsinaction.org.uk)

Website: <https://www.kidsinaction.org.uk/>

### **Parental Special Education Advice (IPSEA)**

Offers free and independent advice on local authorities (LA) legal duties to assess and provide for children with SEND. Monday to Friday, 9am-5pm

Telephone: 01799 582030

Email: [office@ipsea.net](mailto:office@ipsea.net)

Website: [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

### **SALT**

#### **Speech and Language**

See local Offer

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/service.page?id=ImeLjIqmvJI>

Call: 0300 555 0606

### **Snakes and Ladders**

SEND only sessions

Telephone: 01582 660111

Email: [dunstable@snakes-and-ladders.co.uk](mailto:dunstable@snakes-and-ladders.co.uk)

Website: <https://www.snakes-and-ladders.co.uk/about-us/dunstable/>

### **SNAP (Special Needs Action Panel) Parent Carer Forum**

SNAP is a pro-active, independent forum of parent carers who all have children or young people with Special Educational Needs and Disabilities (SEND). It is free to join, please complete our SNAP Membership Form, we give our members a free Max Card and you can also request we send you a Sunflower Lanyard 4. You will be invited to attend all of our events.

Telephone: 07984 545044

Email: [admin@snappcf.org.uk](mailto:admin@snappcf.org.uk)

Website: [www.snappcf.org.uk/](http://www.snappcf.org.uk/)

### **SOS SEN**

Offers a free, friendly, independent, and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs and Disability (SEND).

Telephone: 0208 538 3731

Email: [admin@sossen.org.uk](mailto:admin@sossen.org.uk)

Website: <https://sossen.org.uk/>

### **Speech and Language**

**Expert advice and support for children with speech and language difficulties.**

Children's Health Hub.

(There is a Facebook group you can join too- Children's Speech and Language in Luton and Bedfordshire Facebook group)

Telephone: 03005550606

Email: [ccs.bedsandlutonchildrenshealthhub@nhs.net](mailto:ccs.bedsandlutonchildrenshealthhub@nhs.net)

Website: <https://childspeechbedfordshire.nhs.uk/>

### **Special Educational Needs and Disability Information, Advice & Support Services (SENDIASS)**

For children and young people (up to 25 years) and their parents and carers, in relation to Special Educational Needs and Disabilities. SENDIASS is a free, confidential, and impartial information, advice and support service on issues related to Special Educational Needs and Disability.

Telephone: 0300 300 8088 (24-hour answerphone available)

Email: [sendiass@centralbedfordshire.gov.uk](mailto:sendiass@centralbedfordshire.gov.uk)

Website: <https://cbsendiass.org/>