SEND Information Report 2025/2026 (updated Summer Term 2026)

This SEND Information Report will be updated by the SENDCo every year. It will be updated if any changes to the information are made during the year. It will be approved by the governing body.

At Ambleside, we believe that children learn best when they feel happy, safe and motivated. We are proud to provide high-quality education and care for every child, including those with additional needs. We value and celebrate each child's unique strengths and differences, linking with two of our core values, 'we are all different' and 'we are all learning. We work hard to adapt provision so that every child can succeed.

What types of SEND do we provide for?

SEND is categorised into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

In June 2026 there were 20 children identified on our Special Educational Needs register (17%) and 5 children identified in Pastures (10%). 5% of children in Meadows have an Education, Health and Care Plan (EHCP). 8% of children in both nurseries are in receipt of Early Years Inclusion Funding.

We currently support children with the following needs: Speech, Language and Communication, Autism/signs of neurodiversity, physical disability, global development delay and medical needs.

We admit children with SEND to Ambleside either as part of the usual admission arrangements or following consultation with the Wokingham SEN team if a child has an EHCP in place prior to joining.

Who are the key contacts for children with SEND?

At Ambleside, we believe that supporting children with special educational needs is everyone's responsibility. All staff play a part in helping children with SEND, however, our SENDCo makes sure that the children who need extra help are supported in the right way.

Julie Dix is the SENDCo. She can be contacted via email: jdix@ambleside.wokingham.sch.uk or via the school office: 0118 3776444.

Identifying pupils with SEND and assessing their needs

A child may be identified as having SEND in different ways including:

- Parents being encouraged to share information about their child's needs from the very first point of contact.
- Early concerns raised by keyworkers based on their observations
- Observations by the Senior Leadership Team
- Information shared by previous nurseries or external professionals.
- Children working below expected levels in early assessments. At Ambleside we assess using wellbeing and involvement levels, a language tracker called 'Every Child a Talker' and a system called Arc Pathway. It is important to note that a child working below does not always mean that they have SEND.

How are parents and children involved in the process?

The team at Ambleside have expertise about children's learning but we fully believe that parents are experts about their child. Every opportunity is used to encourage parents to indicate their child's needs.

After we have assessed needs parents are invited in to discuss and share observations. This process starts by thinking about what we hope your child will achieve, including their progress and learning goals. Our children are very young, but we listen carefully to their communications, however these are presented.

What happens next?

From this point we decide what kind of help is needed. Sometimes this will be small changes within our ordinarily available provision, at other times we might offer extra support that is a bit different.

Where appropriate, Early Years Intervention Plans (EYIPs) are drawn up, in partnership with parents, for children if progress in learning suggests the need for smaller steps and specific support. This will be in addition to the termly parent consultations with Keyworkers.

Our approach to teaching children with SEND:

We are an inclusive setting and keyworkers are responsible for helping every child in their group make progress, including those with SEND. Wherever possible, children are taught alongside their peers within the main nursery environment. Sometimes a child may also have one-one support with an adult or take part in small groups in our breakout spaces to help them with specific needs.

The curriculum is planned to meet the whole range of children's individual needs. This is done by allowing time for children to choose their own activities and time for adults to lead planned activities. Children are encouraged to participate in these activities at their own level in an inclusive environment.

Personal, Social and Emotional development is a cornerstone of our practice. As a prime area of the Early Years Foundation Stage, the nursery team support all children in this aspect, enabling them to become confident, sociable and independent. We understand that some children need extra support to manage their emotions and build confidence. We have a team of highly skilled Learning Support Assistants who work in partnership with Keyworkers to offer additional nurture sessions, social skill groups and to support emotional regulation.

Staff in the nurseries use a variety of strategies and interventions to meet the needs of individual children. All strategies are shared with parents and reviewed regularly to evaluate impact.

Strategies and interventions include:

- Visual support -objects of reference, photos or symbols and communication boards.
- Makaton/British Sign Language
- Speech and Language strategies such as match plus one, intensive interaction and colourful semantics
- Curiosity Programme
- Attention Autism
- Physical groups
- Early Talk Boost
- Sensory Circuits

The Learning Environment

The learning environment has equipment and toys that are easily accessible to all children. Different curriculum areas and equipment are clearly labelled in many different ways, including Makaton signs and photographs. The nursery for 3-5 year olds is acoustically treated to facilitate hearing.

Staff Training:

We are proud of our highly skilled and experienced staff team. All staff have regular training on aspects of inclusion during staff meetings and on INSET days. The staff have had training on Autism from the Autism Education Trust, Attention Autism and the Curiosity Programme. Two members of staff are trained in BSL and four in Makaton. They share their expertise with the staff team. Staff work closely with the SENDCo and external agencies to implement recommended strategies.

Assessing and Reviewing the progress of pupils with SEND.

We use a step by step method to support children with SEND, known as the graduated approach. This includes four parts:

1. Assess – we look at how your child is doing and what support they might need
2. Plan – We work with you to decide what help to give and what we want your child to achieve. (this is often documented on an EYIP)
3. Do – We put the plan into action and give the support
4. Review – we check how well the support is working and make changes/plan next steps as needed.

Children's records, which include staff observations of the child, are available for parents online at any time and every encouragement is given to parents to contribute to them, with support for children to continue their learning at home.

Ongoing Support

EYIPs are reviewed with parents on a half termly basis. Where progress is seen but ongoing support is needed the cycle continues.

If a child has not made progress despite the additional support in place, we may request additional support from outside agencies, including Educational Psychologists, Speech and Language Therapists and Occupational Therapists/Physios. The setting also works support children and families in partnership with social care. The decision to involve outside agencies or to start specific support strategies is always made with parents.

The Nurseries are able to apply for Early Years Inclusion funding to help towards providing additional support for children who are undergoing further assessment or require extra adult support during sessions. Where a child has particularly complex needs, we will work with you to consider applying for an Educational, Health and Care Needs assessment.

Transitions between phases of education:

At Ambleside we work hard to build strong relationships with nurseries, schools and other settings that children are coming from and moving to. Close links are maintained with local pre-school groups that children may have attended before starting at The Ambleside Centre. These same links exist with receiving primary schools, which are maintained by regular staff visits. Transition arrangements for children with additional needs and SEND are tailored to meet individual needs. This will be done through discussion with the new school or setting's SENDCO.

Evaluating the effectiveness of provision:

The Senior Leadership team are responsible for evaluating the effectiveness of provision. They use learning walks, observations, assessments and information shared by parents to ensure that all children are making progress and that the support in place is effective.

Complaints:

The complaints policy outlines the process for raising concerns. In the first instance we would encourage parents to raise any issues with the Senior Leadership team.