

SEND INFORMATION REPORT 2026-27



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Our vision and approach

This report covers Eastwood Nursery School and Eastwood Day Nursery. Our vision is for young children and families in Roehampton to receive a holistic, caring and respectful world-class early years education. Our mission is to provide a safe, happy, caring, secure and stimulating learning environment in which all children can develop as independent, confident, capable and resilient individuals.

At Eastwood, inclusion is central to our provision. We recognise that some children need adaptations or additional support to access learning and participate fully. These may include visual timetables, Makaton signing, visuals, reduced or adapted language, additional adult support and changes to the learning environment.

The kinds of special educational needs we provide for

Eastwood is an inclusive maintained nursery school. We support children across the four broad areas of special educational need described in the SEND Code of Practice. A child may have needs in one or more area, and support is planned around the individual child rather than a label.

- Communication and interaction – for example speech, language and communication needs and differences in social communication.
- Cognition and learning – where a child needs additional or different support to develop and learn.
- Social, emotional and mental health – where emotional wellbeing, regulation, relationships or behaviour create barriers to participation and learning.
- Sensory and/or physical needs – including hearing, vision, sensory processing, mobility or physical needs that require adaptations or specialist support.

Some part-time high-needs places are set aside for children with significant SEND. These places are allocated through the Wandsworth Early Years SEND Panel following professional referral.

We endeavour to take a neuro-affirmative approach to learning.

Our curriculum intentions

- Children become independent, curious and resilient learners.
- Children appreciate differences and embrace individuality.
- Children form respectful, safe relationships and understand the importance of their own voice.
- Children develop a strong sense of belonging which supports confidence in the wider world.

Our nursery offer incorporates all seven areas of the Early Years Foundation Stage. Children engage in a rich range of play experiences, Forest School, yoga and structured teaching sessions.

How we identify and assess SEND

We believe in early identification and early intervention. A concern may be raised by a parent or carer, a child's key person, the SENCO or another professional. Staff use day-to-day observations, assessment information, knowledge of the child and information from families to build a clear picture of the child's strengths, interests, development and any barriers to learning.

Where concerns remain, the key person and SENCO discuss these with parents or carers and agree appropriate next steps. Support is planned, put into practice and reviewed. With parental involvement, advice may be sought from relevant professionals. Children's progress is monitored through ongoing observation and assessment.

Assess, plan, do and review

For children receiving SEND support, clear and relevant outcomes are recorded on an Individual Support Plan (ISP) and/or, where applicable, an Education, Health and Care (EHC) plan. Staff working with the child are made aware of agreed outcomes and strategies.

ISPs are reviewed every term with parents or carers. The SENCO and key person consider the impact of provision on the child's learning, development, communication, independence, participation and wellbeing. Strategies and provision are adapted when necessary, in partnership with the family and relevant professionals.



What we offer children and how teaching is adapted

All children access a rich Early Years Foundation Stage curriculum through play, first-hand experiences, Forest School, yoga, music and movement, stories, cookery, gardening and enrichment activities. Children with SEND may also receive small-group and/or one-to-one teaching focused on bespoke outcomes. Eastwood is part of the Nursery Inclusion Project for All (NIPA).

- Higher ratios of adults to children where appropriate.
- Alternative and augmentative communication, including visual timetables, Makaton and other visuals.
- Reduced or adapted language, additional processing time and personalised teaching approaches.
- Adaptations to routines, activities, resources and the learning environment.
- Small-group or individual support where this helps a child work towards agreed outcomes.
- Close monitoring of progress and regular home–nursery communication.

We aim to remove barriers to participation and make reasonable adjustments so that children with SEND can access the curriculum, routines, activities, visits and wider life of the nursery alongside their peers.

Children's voice

We seek to understand and include each child's views, preferences and experiences in decisions about their support. For very young children and children who communicate non-verbally, staff use their knowledge of the child, observation of engagement and wellbeing, communication cues, choices, visuals or Makaton where appropriate, and information from parents or carers. This helps us identify what is important to the child and what supports them to participate successfully.

Working with parents and carers

Parents and carers know their child best and their information and perspective are highly valued. A transition meeting is held when a child starts where appropriate, bringing together parents or carers, nursery staff and involved professionals. ISPs are reviewed each term to consider progress, review the impact of support and agree future outcomes. Families are encouraged to speak to the key person or SENCO whenever concerns arise.

Staff expertise, training and specialist support

The SENCO supports staff with the identification of needs, planning, provision and review, and identifies staff-development needs. Eastwood promotes inclusive practice and arranges professional development appropriate to the needs of the children in the current cohort. Training may be delivered by the SENCO or by external specialists. Staff working with children who have specific medical needs receive relevant training as required, and designated staff hold paediatric first-aid training.

Emma Furlong, Headteacher, is the nursery's SENCO. Her qualifications include NPQH, NASENCO and NPQ in Leading Teaching

Where gaps in specialist SEND skills have been identified, targeted training and support have been put in place. Staff have developed expertise in:

- responsive interaction and language-building strategies, including vocabulary extension, sentence modelling and purposeful repetition;
- co-regulation and sensory-informed practice, including purposeful use of the outdoor environment;
- supporting children with difficulties in attention, impulse control, working memory and information processing, using visual and environmental scaffolding and explicit modelling.

January 2026 Whole Staff SEND training in Attention Bucket

September 2026 Emotional Regulation

In 2026–27, staff development focuses on Communication and Language, consistent co-regulation and sensory-informed practice, and meeting increasingly complex SEND. This is supported by commissioned Educational Psychology support, the Wandsworth Early Years SEND Inclusion Advisers and the Nursery Inclusion Project for All (NIPA).

Where specialist advice is needed, and with parental involvement or consent as appropriate, Eastwood works with services including:

- Senior Educational Psychologist for Early Years and other educational psychology support.
- Speech and Language Therapy.
- Occupational Therapy and Physiotherapy.
- Wandsworth Early Years Inclusion Team and other local-authority SEND services.
- Health professionals involved with the child, including paediatric or other specialist services where appropriate.
- Social care and family-support services where they are involved with the child or family.
- Voluntary and community organisations that can support children and families.

How we evaluate the effectiveness of SEND provision

We evaluate provision by reviewing children's progress towards agreed outcomes, considering the impact of interventions and adaptations, and discussing children's progress in staff and pupil-progress meetings. The SENCO monitors the implementation of provision and supports staff to adjust strategies where needed. Parent and carer views, the child's responses and views, and advice from involved professionals are included in review. Provision is changed when the evidence shows that a different approach is needed.

Supporting wellbeing, relationships and inclusion

Children's wellbeing is central to Eastwood's ethos. Every child has a key person who provides a secure relationship and works closely with the family. Additional support may be provided for identified emotional and social development needs, including small-group work on turn-taking, confidence, self-esteem and regulation.

We teach children to develop respectful, safe relationships and to understand the importance of their own voice. Unkind behaviour and bullying are not accepted. Staff respond promptly to concerns, help children communicate what has happened, support those affected and teach the skills children need to resolve difficulties safely and respectfully. Our safeguarding and positive-behaviour arrangements apply to all children, including children with SEND.

Equipment, facilities and accessibility

Resources, staffing and specialist equipment are matched to identified needs and reviewed as part of the child's support. Where a child needs additional equipment, facilities, adult support or specialist expertise, the nursery works with the family, relevant professionals and funding routes such as SEN Inclusion Funding, high-needs funding and provision specified in an EHC plan.

Eastwood has wheelchair-accessible ground-floor classrooms, wheelchair access from the school to the garden, a lift serving the upper floors, an accessible adult toilet/changing facility in reception and children's toilet areas that can be accessed by children with mobility needs. Individual access needs are discussed with families and reasonable adjustments are made. The Accessibility Plan is reviewed alongside this report.

Accessibility Plan and school policies: <https://eastwood.wandsworth.sch.uk/information-for-parents/school-policies>

Admissions and disabled children

Eastwood welcomes children with SEND and disabilities. Children applying through general admissions are considered under the nursery's admissions arrangements, and high-needs places are allocated through the local-authority panel process. We do not treat a child less favourably because of SEND or disability. We make reasonable adjustments and plan access with families and professionals so that disabled children can participate in the curriculum and nursery life.

Moving between settings

A transition meeting is held when a child starts where appropriate. As children approach primary school, a further transition meeting may be held in the summer term. New teachers may visit the nursery so that the child can meet them in a familiar environment, and relevant information and successful strategies can be shared. For children with more complex needs, the SENCO liaises with the receiving school and involved professionals and may arrange a Team Around the Child meeting.

Looked-after and previously looked-after children with SEND

Eastwood gives particular attention to the needs of looked-after and previously looked-after children with SEND. The SENCO works with the child's key person, family or carers, the local authority and other involved professionals so that SEND provision and care planning are joined up. For a looked-after child, the child's Personal Education Plan (PEP) should reflect relevant SEND needs and provision, with the Virtual School involved as appropriate. Where a child also has an EHC plan, the plans should complement one another.

Questions, concerns and complaints

A parent or carer's first point of contact is usually their child's key person. They can also contact Emma Furlong, Headteacher and SENCO, on 020 8876 3976, admin@eastwood.wandsworth.sch.uk. You can also contact the SEND governor, Alex Baker, at abaker115.212@lgflmail.org or through the nursery office.

If a concern about SEND provision is not resolved through discussion with the SENCO, parents and carers should use the Wandsworth Federation of Maintained Nursery Schools complaints procedure. The complaints policy is published on Eastwood's school-policies page. Depending on the issue, families may also have access to disagreement resolution, mediation or the First-tier Tribunal (SEND). WIASS can provide impartial information and advice about the options available.

School policies and complaints procedure: <https://eastwood.wandsworth.sch.uk/information-for-parents/school-policies>

Support for parents and carers

Wandsworth Information, Advice and Support Service (WIASS) provides free, confidential and impartial information, advice and support to children and young people aged 0–25 with SEND and to their parents and carers. It can help families understand SEND processes, prepare for meetings and consider options when there is a disagreement.

- WIASS telephone: 020 8871 8065
- WIASS email: wiass@wandsworth.gov.uk
- Wandsworth Family Information Service and Local Offer provide information about local education, health, care, family-support and voluntary-sector services. The support described in this report is Eastwood's contribution to Wandsworth's Local Offer.

Wandsworth SEND Local Offer: <https://fis.wandsworth.gov.uk/advice-and-support-about/send-local-offer/>

WIASS: <https://fis.wandsworth.gov.uk/all-services/SX-wandsworth-information-advice-and-support-service-wiass/>

SEND policy and useful contacts

This report should be read alongside the Wandsworth Federation of Maintained Nursery Schools SEND Policy, Eastwood's Accessibility Plan, admissions information and complaints procedure. These are available from the nursery office and on the Eastwood website.

Eastwood school policies: <https://eastwood.wandsworth.sch.uk/information-for-parents/school-policies>

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Document review

This SEND Information Report is dated September 2026. It was approved by the governing board on 23 September 2026. It is reviewed at least annually and updated sooner where significant changes are made to the nursery's SEND provision. Next annual review: Autumn 2027. Families are encouraged to contact us if they need this information in an alternative format or require support to access it.