



*Nursery School*

# Special Educational Needs Information Report

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| <b>Review Frequency</b>                  | Annual  |
| <b>Date approved by governors</b>        | Autumn Term 2025  |
| <b>Date of next review</b>               | September 2026  |
| <b>Purpose</b>                           | The purpose of this Special Educational Needs information report is to provide clear, accessible, and comprehensive information for parents, carers, and professionals about how Highfield Nursery School identifies, supports and monitors children with special educational needs and disabilities (SEND).<br>It outlines our inclusive approach, the roles and responsibilities of staff, the support available, and how we work in partnership with families and external agencies. This report ensures transparency and compliance with the SEND Code of Practice (2015) and the Children and families Act 2014. |
| <b>Links with other policies</b>         | Teaching and Learning Policy<br>Positive Behaviour Policy<br>Supporting pupils with medical needs<br>Special Educational Needs Policy<br>SEN local offer<br>Nutrition Policy  |
| <b>Links with DFE and local guidance</b> | <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a><br><a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/</a>  |

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Highfield Nursery School believes that every child has an entitlement to develop to their full potential. We provide educational experiences which develop children's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In our Nursery School, we recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Children who need extra help are identified quickly and given the support they need. Many children quickly catch up but those who do not have individual programmes designed to meet their needs. Disabled children and those with special educational needs make progress from their starting points as a result of this.

## **Principles:**

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood.

## **What are Special Educational Needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN will have learning difficulties or disabilities that make it harder for them to learn than other children of the same age. Children with SEN will need support that is 'additional to' and/or 'different from' that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. We recognise that some of these children may have learning difficulties as well.

Children with SEN may need support that is 'additional to' and/or 'different from' in the following areas:

- physical and sensory
- social and emotional and mental health difficulties
- communication and interaction
- cognition and learning

Most children who receive support that is 'additional to' and/or 'different from' are able to overcome the barriers their difficulties present and make progress. A few children will need support that is 'additional to' and/or 'different from' for a longer period of time, for some or all of their time in school.

## **Role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO is Natalie Sinclair (Head of School)

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The SENCO has day-to-day responsibility for the operation of the SEN policy and ensuring specific provision is made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans, working closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the staff and governing body in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

- Parents can approach the SENCO at any time, to discuss their child's development.
- The SENCO will use children's assessments in nursery and any concerns from parents to help identify any children with SEND.
- The SENCO is able to refer children on to other professionals who may be able to assist their child's development. This would be done through the use of a Early Help Assessment (EHA) form. This process will ensure that parents are kept fully informed.
- The SENCO liaises regular with the teachers to discuss any concerns they or parents have regarding a child's development or specific needs. They will then decide the next steps based on the evidence from nursery and home.
- The SENCO supports the teachers in writing a 'Targeted Learning Plan' and delivering the 'Learning Plan' to ensure the children are making progress. The 'Targeted Learning Plan' is shared and agreed with parents on a termly basis.
- Should a child require additional support from the Inclusion and Disability Support Service (IDSS), then a request for guidance may be completed by the SENCO.
- We take advice from other professionals about how to support a child within our setting. Practitioners and other professionals work with parents to decide whether additional support is required.
- The SENCO will work with parents to compile an application for an Educational, health and Care Plan (EHCP) for children who have additional needs. This will include the completion of the 'all About Me' document, to support the child's application.

Parents are informed, consulted and fully involved in all processes concerning their child.

## **Governors**

### **The SEN/Inclusion Governor**

Mel is the current Governor with responsibility of SEN/Inclusion. She has regular contact with the SENCO and Senior Management of the school to keep up to date with and monitor the school's SEN provision. A termly report is provided to governors at the full governing body meeting.

## **Support for children with SEN**

- In our setting we use "Provision mapping" to identify ways in which we support all children in the Setting.

- Provision mapping identifies what we provide for all children (wave one) and children who require more specialised or intensive intervention (wave two/three).
- Children at Wave 2 have access to many interventions. These include Targeted Learning Plans, Speech and Language Involvement plans set by a speech and language therapist (SALT) and programmes such as WellComm or Alternative Augmentative Communication.
- Children at Wave 2 may also have access to The Inclusion and Disability Support service (IDDS).
- Children at Wave 3 have additional access to a range of other professionals which may include SALT, an Educational Psychologist, a Physiotherapist, Occupational Therapist, sensory specialist etc.

This support would then be reviewed to see what progress the child has made and whether or not additional steps need to be taken to support the child's progress and development further.

## **SEN support in Nursery**

- All children receive Additional Educational Needs (AEN) funding, which enables us to ensure that the needs of all our children are met effectively. This funding is used based on the needs of the children and can be used to upskill staff in areas of SEN, deliver intervention programmes as well as resourcing the environment appropriately.
- We can also apply for Additional Inclusion Fund (IF) funding for children who are accessing provision that is not "ordinarily available". This enables us to ensure that specific needs are met and buy additional resources if necessary.
- Some children may also be eligible for a one off payment from the Disability Access Fund (DAF).
- We have many professionals who come into nursery to support children including Portage Workers, Health Visitors, Physiotherapists, Speech and Language Therapists, Play and Sensory Specialists and Occupational Therapists.
- All staff understand the importance of working as a team, sharing information and observations to benefit the individual children.
- The nursery uses the Early Help Assessment, where appropriate to bring professionals together. Holding Team Around the Family (TAF) if required, in order to ensure support is maximised.
- We work closely with the Virtual School and social care teams to ensure that Looked After Children with SEND receive tailored support. Personal Education Plans (PEPs) are aligned with SEN support plans to promote holistic development.

## **Role of Practitioners**

- Follow the Early Years Foundation Stage Curriculum. Activities are planned according to children's' interests and level of development. Focus on the Prime Areas of Learning and Development: Communication and Language; physical Development and Personal, Social and Emotional Development takes priority for children for who this is appropriate.
- Plan to meet the child's needs, through adjusting styles of interaction, introducing new experiences, changing routines, or rearranging the environment.
- Share insights with parents, enabling them to work together with practitioners to support the child's learning.

- Share information with other settings the child may attend, so both partners can better meet the child's needs and support learning.
- Ensure that the environment and learning experiences are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required.

## **How we monitor children's progress within our Setting:**

- We use the Leeds for Learning Developmental Journal, for those children whose development is significantly lower than their chronological age to assess where children are in their learning and to plan their next steps. Children are assessed 4 monthly. We differentiate according to the needs of individual children. Should this not be appropriate for children then practitioners use the Early Support Documents provided by the Inclusion Team to set appropriate targets.
- When all children start at Nursery, we complete a baseline assessment (within the first four weeks), in order to help us plan the next steps in their learning. We also use the advice given to us from the Child's 2 year check carried out by health if applicable.
- Most children will then have a summative assessment termly (6 monthly). This information is analysed and used to support children's development and ensure they are making progress across all areas of learning. Support will be put in place for all children who require 'additional to' and/or 'different from'. (see role of SENCO)
- We track information about children's progress across the areas of learning and development within the Early Years Foundation Stage Guidance and their next steps, for two to three year olds we complete the '2-3 year development check'.
  - 'All About Me' sheets for both home and the nursery.
  - Progress meetings take place twice a year.
  - Learning Journeys are recorded online using Tapestry, parents have regular access to these.
  - We evaluate the effectiveness of our SEN provision through regular monitoring of pupil progress, feedback from parents and pupils, and termly reviews of support plans. Adjustments are made based on outcomes and data analysis to ensure continuous improvement.

## **Parents- what to do if you have concerns/worries**

The Knowledge views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO or any member of staff if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the Nursery School regarding their child's progress, through regular dialogue with their child's Key Worker or other members of staff. It is through working very closely together as a team, sharing and respecting ideas that we aim to provide your child the best 'educare' possible.

Working together will often help to sort out worries and problems. The closer you work with your child's teachers/key workers, the more successful any help for your child can be.

You might like to ask if:

- nursery thinks your child has difficulties;
- nursery thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- how you can help your child.

#### **Including Parents:**

- All children have a Key Person.
- It is the role of the Key Person to liaise with the child's parents regarding their time in Nursery.
- It is also the role of the Key Person to help parents to develop ways in which they can support their child's learning at home.
- Parents/Carers are able to speak to their child's Key Person, Teachers, including Head Teacher and Family support worker, at any time. This could include seeking further information or advice about supporting learning at home.

#### **Involving Parents in their Children's Learning:**

- A child's Key Person is available to talk to parents at drop off and pick up times.
- Parents have regular access to their child's learning journey through the online website 'Tapestry' Additional appointments can be made outside of these times to discuss any issues in more depth. Items of a confidential nature can be discussed on request.
- If a parent would like to arrange to meet with their child's Key Person they can ask them and the Key Person will liaise with their Line Manager to make arrangements to be released from the group at a convenient time.
- Regular TAF meetings take place for children who have an Early Help Assessment, led by a named professional chosen by the parent to review progress and provision for the child. Further actions or next steps in learning are identified and discussed.
- All staff are highly sensitive to issues which surround confidentiality.
- Parents are always consulted before contact is made with other professionals and are included in discussions with other professionals about their child.
- Parents are involved in setting up and reviewing Targeted Learning Plans.
- We track all children's progress carefully as an ongoing process. Observations of children continue throughout the year to monitor children's progress through the EYFS. Should this not be appropriate for children then practitioners us the Leeds for Learning Developmental Journal to set appropriate targets.
- Summative Assessments are updated termly and uploaded to the 'Assessment Tracker'. Staff will then use the summative assessments to monitor children's progress. This information is shared with parents during the progress meetings.

- Parents are consulted regularly through a parent questionnaire and parents regularly share home experiences with practitioners which helps them to plan further learning.

## **How we decide whether to make special educational provision**

All Early Years Practitioners monitor, review and analyse children's progress in accordance with the Nursery School teaching and learning policy. In order to ensure accurate assessments are made, Early Years Practitioners annually moderate and standardise samples of children's observations and achievements across the curriculum. Bi-weekly staff meetings ensure commonality of approach/team work. We also have morning briefings daily.

Underachievement is identified as early as possible. Children are set individual challenging targets which address the area of underachievement. Children's progress is monitored and reviewed termly.

The child's teacher, keyworker and SENCO closely monitor children's progress, development and attainment throughout their time at nursery. We will consult with parents about the possible next steps, if one or more of the following are seen:

- The child is working at a level below the national expectation for that year group
- The attainment gap between the child and his peers is getting wider
- Concerns raised by Parents/Carers
- Concerns raised by other professional bodies

## **How and when we involve other agencies/professionals**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, advice may be sought from other professionals, these may include:

- the Educational Psychologist
- speech and language therapist
- advice from the Inclusion and Disability Support Service (IDSS)
- Broadoaks Child Development Centre
- Occupational therapist
- Physiotherapist
- Specialist teachers for the hearing or vision impaired.
- Sensory specialist

Parents will always be involved in any decision to involve other professionals. The involvement of other professionals and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and practitioners, together with other professionals, and child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

## **Requesting and Educational, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed targets. Where, despite Highfield Nursery having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, then we will meet with parents and consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

This is known as a 'graduated response'. As a setting we follow the 'Graduated Response' as stated in the Special educational needs and disability code of practice.

Below is an indication of a 'graduated response' at Highfield Nursery school. (Not necessarily carried out in this order, it depends entirely on the needs of the child)

- Once a need has been identified a Targeted Learning Plan, will be put in place, information may be used from other professionals, for example a speech and language therapist or physiotherapist etc.
- Referrals where appropriate to other professionals (as stated in the section involving other agencies/professionals)
- An Early Help Assessment completed, where appropriate
- Regular Team Around the Family meetings, where appropriate.
- Provision Map for setting/individual child
- All about me profile completed

The evidence that is collected over a period of time, clearly shows the level of support/intervention the child has received. If the child is not making/ not made good progress, even after the interventions from a range of professionals or the level of a child's development is below 15 months then an application to the local authority will be made for an Educational, Health and Care needs assessment. The evidence that has been gathered will support this application.

## **Equipment**

### **The Rooms:-**

- There are blinds on all windows.
- The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in neutral colours.
- Rugs are used in all the rooms to make comfortable areas for play and relaxation.
- Each class has its own outdoor space, where the majority of provision is accessible to all
- The furniture consists of small sized wooden chairs and tables.
- Soft areas are created using fabrics, rugs, and natural resources.
- Toys are stored at child height units for accessibility.
- There are pictures and labels on the front of storage boxes to identify what is in them.
- We have a portable interactive whiteboard
- They have changing facilities and toilets.
- Resources are organised into areas of provision.

## **Adventurer's Room (3-4 years)**

- This class is for children aged three years and up.
- Resources are suitable for children from 3-4 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- A large sandpit to climb in to.
- Access to a small sensory room with sensor equipment such as peanut ball, vibrating chair mates, trampette.
- This classroom has a sink and storage area.

## **Explorer's Room (2-3 years)**

- This class is for children aged two to three years.
- Resources are suitable for children from 2-3 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- Within this room, part of the provision is sensory based.
- A large sandpit children can get into
- There is a small step to the outside area.
- This classroom has a sink and storage area.

## **Discoverers Room (Complex SEN aged 2-5 years)**

- This room has been significantly adapted to meet the needs of children whom have a significant delay and/or require extensive support for sensory regulation. Children in this room range from aged 2-5.
- This room is staffed to a higher staff to child ratio.
- Resources are suitable for children from 2-5 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- A sensory room is equipped with larger regulation equipment such as swing, large ball pit.
- A distraction free focus area.
- Outdoors has lots of sensory regulation equipment.

## **Seekers Room (9 months to 2 Years)**

- This room is for children aged 9 months to 2 years.
- Resources are suitable for children from 9 months to 2 years. We have a wide range of resources that are appropriate to a child's individual needs or development.
- Within this room, part of the provision is sensory based.
- The classroom has a separate area for sleeping
- This classroom has a kitchen.

## **Staff Training and Expertise**

Our staff regularly participate in professional development related to SEND. Training includes autism awareness, speech and language strategies, de-escalation techniques, sensory regulation, intensive

interactions and inclusive teaching practices. The SENCO holds the National Award for SEN Coordination and supports staff with ongoing training needs.

## **Accessibility**

- The majority of the Outdoor area's are accessible for all children.
- Depending on a child's individual needs an "Environmental Audit" will be completed with the parents/child prior to starting to ensure equality of opportunity for the young child e.g. Water/sand/painting brought to the child at a suitable height.

Resources are planned to suit the needs of all children, and will incorporate their interests e.g "mud cafe" i.e. children creating delicious recipes including mud, spiders and snails

Our Accessibility Plan outlines how we improve access to the curriculum, physical environment, and communication for pupils with disabilities. The plan is reviewed annually and is available on our school website.

## **Toilet Facilities**

- There is one wheelchair accessible toilet in the building. It has a fitted handrails and emergency buzzer.
- These are adult facilities but they can be used for children if they are required. Changing arrangements are adapted to meet the needs of the child.
- The children's toilets include nappy disposal facilities which are emptied by a contracted supplier.

## **Nursery Rooms Organisation**

- Within the rooms furniture is arranged to create spaces using community play and cupboards. The furniture is not permanently set and could be rearranged in numerous ways to meet the needs of children.
- Resources are clearly labelled with a photo and the name of the object or using a silhouette of the shape of the object.
- We have sand and water trays that are on different levels and tuff trays that can be placed on the floor or a stand that is height adjustable.
- We access learning opportunities at many different levels including on the floor and on tables.
- We have tables and chairs at appropriate child height.
- Daily Risk Assessments take place indoors and where risks are identified these are either removed or reported to the Site Supervisor.

## **Transition**

- Before children start attending our nursery we encourage parents to bring them for visits, though we appreciate that this is not always possible.
- Initially this may just be for the child to have a look around the nursery with their parents. We plan, with the parents, some opportunities for the child to visit the Nursery and spend a short amount of time in the age phase room they will be joining.
- We have a "Settling in Policy" which is shared with parents when they register their child with us.
- The Key persons will talk to parents about the families' preferences for a settling in period and endeavour to meet these as best we can.

- Parents are able to drop into the nursery at any time.
- They are also able to contact us by phone if they would like to check how their child is.

## **Moving to Primary School**

- When a child moves on to a new school we ensure that we offer support to ensure a smooth transition e.g. "Transition Review Meetings" to celebrate the child's achievements and plan their the next steps.
- Also additional transition sessions are encouraged where appropriate, through liaison with the new school. The nursery provides staff to support these visits.
- We ensure that the receiving school are invited to any TAF meetings during the Summer Term (if child has an Early Help Assessment (EHA) in place.) We ensure that they receive all the relevant information regarding the children's individual needs and any relevant strategies that are used within our setting.

## **Complaints**

If parents believe that their child has a learning difficulty or behavioural issue at Highfield Nursery School which has not yet been identified by our setting. Or if they are unhappy with the provision that Highfield Nursery School is making for their child with SEN, they should talk first to the child's Key Worker. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head of School. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with our Governors responsible for SEN.

Parents may ask the Local Education Authority (LEA) to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision, they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up an Educational Health Care Plan (EHCP) for the child, the parents again have the right to appeal to the SEN Tribunal.