


Special Educational Needs and Disability (SEND) Information Report

Approved by GB	Date: March 2023
Signed by Chair	Signature: 
Due for Review	Date: March 2024

At our nursery school we are committed to providing high quality education for all children, regardless of need. This report aims to outline how we support children who require additional educational support.

What Special Educational Needs and Disabilities are catered for at our nursery?

Special needs fall under these four categories and as a resourced place, maintained, inclusive nursery we cater for children falling in all four of these categories.

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

How does the nursery identify children with special educational needs?

Some children are referred to us from the Local Authorities (LA) Special Educational Needs and Disability Service (SENDS). We are currently funded for up to twenty 2 -4 year olds that have been identified as having severe and complex needs.

For the vast majority of children, we identify a child as needing additional support through a process of observation, assessment and discussion with families. This identification process can begin as soon as the initial home visit, if parents voice concerns, or if observation of the child identifies that there could be an additional need. Children are given 6 weeks to settle in nursery. They are observed and tracked over this time by staff in the class and if there are

any developmental concerns these are referred to the SENDCo on an initial concerns form stating what has already been done and the impact of this if any. At our nursery all staff monitor children's progress through informal observations, and at any point in a child's time with us, concerns over progress and development can be raised.

Once a concern has been raised, the SENDCo observes the child more than once and at different times in the nursery day. The SENDCo gathers information on the child over the period of a week as part of the graduated approach, including observations, talking to the child's key person and other staff who interact with the child across the nursery, and looking at assessments. If the SENDCo feels the child does have an additional need, or an area of development that needs support, then a meeting will be arranged with parents to discuss this, including finding out how the child presents at home. In some instances, children may require extra support through an intervention, which does not necessarily mean that they have a Special Education Need.

Following this assessment phase, a decision will be made about what support we offer the child to enable them to meet age related expectations. This will take place in discussion with parents and key staff who work with the child. This involves first wave good quality teaching, differentiated to meet the child's need, and an Individual Education Plan that will be reviewed every 6-8 weeks. It may also involve outside specialist support from the Luton SENDS team, Speech and Language (SALT), Edwin Lobo Centre, Educational Psychologist, etc. If such outside specialist support is needed, following discussion and permission from the parents/carers, a referral will be made.

If parents/carers feel their child may have a special educational need, they should firstly speak to their child's key person, who will make an appointment with you at a mutually convenient time. The SENDCo can also be involved in this meeting, or a parent/carer may wish to raise the concern just with their child's key person first, and then they may refer on to the SENDCo if it is felt appropriate at this time to do so.

Who are the key people available in nursery to discuss parents/carers concerns about their child's difficulties?

- SENDCo/Deputy Head– Liz Jenkins
- Family worker – Sarah Cain
- SEND Early Year Practitioners – Sam Randall and Lisa Pepper

How do we support and involve parents/carers of children who have been identified as having Special Educational Needs?

At Chapel Street, families who have a child identified with SEND receive support throughout their time at the school. This process includes

- A home visit or nursery visit takes place before they start, where the family can meet the SENDCo and a member of their child's class team.
- 2 settling in sessions occur before your child officially starts in nursery. If needed a parent can stay with their child following any guidance in place.

- As parents you can talk to your child's key person at the start and end of every session, and if need be they will direct you to the most relevant person for your enquiry.
- If your child is identified with an additional need whilst at the nursery, an initial meeting will be had with you as parents/carers, the SENDCo and your child's key person at a mutually convenient time, so any concerns and questions can be addressed, and the way forward discussed to support your child's development.
- If needed an Individual Education Plan (IEP) will be generated with specific targets and next steps to help your child progress. All children who are resourced children will have an IEP.
- Appropriate referrals will be discussed and made in agreement with you as parents.
- We have an open door policy and are accessible to parents when needed. In the unforeseen circumstance that the SENDCo or a lead SEND practitioner is not available, parents are encouraged to speak to the admin team who can direct them to the best person for their enquiry, or can help them make an appointment to see a member of the SEND team once they are available.
- Once your child has an IEP, these are reviewed every 6/8 weeks with parents. The Meadow team lead has these meetings and oversees the IEP target setting, having gathered contributions from the child's key person, team lead and outside professionals. At this meeting parents are encouraged to discuss targets they would like on the plan. Copies of the reviewed IEP and new IEP will be given to the parents, so targets can be worked on jointly at nursery and at home to help your child progress. [Whilst at Surrey Street Site, from January 2023-end of July 2023, the SENDCo is overseeing the IEP target setting for the 3-4's children whilst the room lead for Meadow who is currently leading the two-year-old room is overseeing the target setting for the 2-3's provision. Meetings with parents are being carried out by the SEND support staff in each room with support from the SENDCo where needed.](#)
- Copies of reports from professionals on your child are also shared with you.
- If your child has been identified as having a specific additional need, the SENDCo will sign post you to available support groups and relevant training and, the SENDCo or one of the SEND support workers will attend the first meeting with you if required.
- Parents will be supported to attend appointments regarding their child's special need, such as the Edwin Lobo Centre and will be supported in visiting possible future school establishments for their child where needed.
- We encourage parents to be involved in every area of their child's learning and development, and provide information on specific interventions that their child is accessing in nursery. Where appropriate we will invite you in to see these, or will video your child at an intervention so you can see what occurs.
- If an Educational Health Plan is deemed appropriate for the child, then parents are made aware of the process, and are supported through the assessment process by the SENDCo, completing the referral with their help.
- Parents are supported to fill in forms related to funding or support for their child e.g. DLA, and DAF
- Videos and photos are shared with parents of children who are non-verbal to share their day's experience as frequently as we can.
- Any SEND child, whose parents we do not see for any reason, has a home school link book in which we can communicate progress and success to keep parents up to date.

How will parents/carers be informed about their child's progress within the setting and how will this progress be measured?

Progress is recorded on the new Holistic Developmental Profile for resourced pupils and for most SEND support pupils. A few SEND support pupils will not need this development profile and are assessed using on track and not on track national guidance.

Parents/Carers are also invited to attend IEP review meetings every 6-8 weeks. In these meetings we will discuss what is working well for the child and what areas are still in need of development and need further support.

- The SENDCo and Meadow class lead oversee the individual educational plan and target setting, with contributions from key people, parents, class teachers and other relevant professionals. [Whilst at Surrey Street Site, from January 2023-end of July 2023, the SENDCo is overseeing the IEP target setting for the 3-4's children whilst the room lead for Meadow who is currently leading the two-year-old room is overseeing the target setting for the 2-3's provision. Meetings with parents are being carried out by the SEND support staff in each room with support from the SENDCo where needed.](#)

The nursery has an open door policy. Parents/Carers are able to approach their child's teacher at starts and ends of the session for an update on their child that day, and for a more in depth discussion they can arrange a time for a mutually convenient meeting time to discuss their child. This can also be done with the SENDCo if preferred.

If outside agencies are involved with a child, parents will receive a report on this visit.

How will the learning and development provision be matched to a child's needs?

Practitioners have high expectations of all children and plan for these children, taking into account their previous experience and knowledge. Through good quality teaching, the children's needs are identified and addressed. When planning, teachers will provide differentiated activities matched to the child's ability, either looking at the lower or higher age expected targets and adapting work to meet the child's needs.

Practitioners review children's progress regularly through assessments and pupil progress meetings and plan provision that is needed. The intervention that the child may need will be planned, carried forward and reviewed at the end, to measure the impact. This is in line with the Code of Practice model of intervention "[Assess, Plan, Do, Review](#)".

ASSESS

Information is gathered on the child from the key worker, teacher, parents, child, SENDCo through conversation, observations and assessment and any reports from professionals. At this point it will be decided if additional support is required.

PLAN

This is where we decide what additional support will be provided to overcome the identified barriers to learning. An Individual Education Plan (IEP) is then generated.

DO

This is when the targeted IEP work is carried out with the child.

REVIEW

This is when we measure the impact of the support provided and re assess what further support is needed, if any.

If a child needs extra provision, at the Plan stage, this will be discussed with the parents and targets will be set and matched to the needs of the child.

The targets of children on SEND support are reviewed regularly, and parents will be invited to the school to discuss the previous targets and set new ones for the child.

What support will there be for my child's overall wellbeing?

As a nursery school, where children are often separated from their parents/carers for the first time, our whole nursery ethos centers around creating a warm, caring, safe, stimulating environment for all our children.

Careful planning of each child's needs, by regular communication between parents and staff and by following IEP's, helps to ensure that we meet the specific needs of our children with SEND. A particular focus is around ensuring that children who are unable to communicate verbally are taught other methods of communicating with staff, through augmentative and alternative communication such as Makaton sign language, objects of reference, visual communication cards and PECs. Children are highly supported in this area by experienced staff.

At the nursery we use "signs for feelings and behaviour" to support all the children's well-being. This involves teaching the children a set of signs to describe feelings, which help them to express themselves and lessen frustration.

Children are taught about good choices and bad choices.

If a behaviour concern is raised, ABC sheets are completed to record children's behaviour over a period of a week. These are then analysed by SLT, and patterns, triggers and times of behaviour identified. A pupil passport is then put in place for the pupil indicating triggers, important people to them, ways to calm them and things they enjoy that can be used for distraction. If behaviour continues, when the pupil passport is in place and being used, then a behavior support plan is written in consultation with parents in order to keep all the children safe and provide strategies to help address the behavior both in the moment and outside of the moment.

Our family worker and assistant family worker are available to support families, working closely with the children and families depending on need. They use a nurture programme with the children, whether 1:1 or in a small group depending on what is felt is appropriate.

We have a key worker system, which enables children to develop a secure attachment.

We promote positive behaviour, and all staff are aware of our behaviour policy, and positive handling and restrictive physical intervention policy, and follow them. These follow the Team Teach approach. Where there is a possibility of having to use positive handling, or where positive handling has been used, incidents are recorded on CPOMs and a behaviour plan is put in place and discussed with parents.

Children who are not yet ready to be toilet trained are checked and changed regularly to ensure their comfort, in accordance with our intimate care policy.

Children with medical or physical needs will be supported appropriately to ensure any barriers to learning are minimized, for example with special equipment such as a walker, scissors operated by squeezing, etc.

We have a robust medical policy and will administer medication at school where it has been pre-agreed, working with the health visiting team and school nurses service where necessary, ie: to draw up care plans for children with epi-pens, on-going health conditions, etc. A record is kept, signed by parents and updated termly, or sooner if necessary. The staff receive training, as the need arises, for administration of medication eg use of epi pens, inhalers, etc

The governing body oversees the work of the nursery in meeting the needs of our children with SEND and vulnerable learners.

How are staff in school supported to work with children with SEND and what training do they have?

All staff members have ongoing training to keep their skills and knowledge up to date carried out in house. Training is also sourced from outside agencies when required to keep staff skills up to date in accordance with the needs of individual children within the nursery.

All staff are given the SEND policy as part of their induction and reissued it at times when it has been updated.

All staff are trained every year on safeguarding to ensure the safety and protection of children in our care.

Staff are all in house trained on the specific interventions we offer for children with SEND by practitioners who have had out of house training.

The interventions we offer are

- Attention Autism – encouraging shared attention.
- Sign for – sign language to support communication development.
- PECS – Picture Exchange Communication System visuals to support communication
- Communication boards and Choice boards – used to aid communication
- Objects of Reference – objects used to aid understanding of simple instructions. This progresses to visuals over time.
- Using Visuals
- TEACCH – shoe box tasks that are structured to teach children to learn how to learn and as the process moves forward teach concepts too.
- Intensive Interaction – to encourage interactions and joint attention with non-verbal children and children who are just beginning to talk.
- Identiplay – to develop imaginative play skills and cognitive development.
- Sensory room and equipment including curiosity baskets– to provide a variety of sensory based activities to support a child engaging with their environment. [Whilst at Surrey Street, from January 2023-end of July 2023](#)

we do not have access to a sensory room but we are offering sensory experiences and have created a calming space in each room.

- TACPAC – developing sensory integration and communication through touch and music
- Schedules – visual, or through objects of reference so children know what is coming next in the day.
- Now and Next board – so children know what is expected of them now and what motivational item they will get next. Often used to help with transitions and for encouragement to complete tasks.
- Story Sacks – to encourage children's love of books and literacy through visual and tactile interactive experiences.
- Cooking to encourage language and turn taking.
- Turn taking activities – to support the children in developing social skills, first with an adult and then with a child and an adult.
- Talking Takes Off and Lift off to language – both trained by local authority, a specific programme for screening, focusing and developing children's difficulties with speech, language and communication.
- Sensory circuits

In each class staff are trained in the strategies they need to use. This is overseen by the SENDCo, the staff from our Meadow team and other professionals who model best practice and support staff where a need is recognised.

Meadow staff who are specifically trained on SEND strategies work with the resourced SEND children for an hour and a quarter every day. The children are grouped for sessions with a maximum of 9 children in a session with 3 staff and a maximum 6 children in a session with 2 staff.

- The resourced children spend the rest of their time in their class rooms where staff have been trained in house on strategies they need to be using with the children who have SEND. Progress is measured through observations and IEP recording sheets with a focus on impact. This feeds into the Early Years SEND development profile and is used to inform next steps and IEP targets. It is the responsibility of the child's key person to complete this profile, and use it to make sure progress is maximized and targets and next steps are specific.

Whilst at Surrey Street, from January 2023-end of July 2023 we do not have access to the Meadow and the children with SEND are being supported in their classrooms. Each classroom has a SEND champion supported by the SENDCo who are making sure the children are having IEP targets completed and the interventions they need.

What specialist services and expertise are available at the school or can be accessed by the school to support children with SEND?

The nursery has access to a range of specialist support and works closely with many outside agencies. Some are from the Local Authority and some from further afield. A list of services we have access to are listed as follows.

- SENDS team (Special Educational Needs and Disability Service)
- Speech and Language Therapy (SALT)
- Educational Psychology Service (EP)
- Autism Support Advisory Team.
- The Visually Impaired Service,

- Hearing Impairment Advisory Service
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse service
- Health Visitors
- Edwin Lobo Centre
- Meadow staff
- SENDCo (Special Educational Needs and Disabilities coordinator)

The SENDCo is able to refer children and families to relevant services such as the Edwin Lobo Centre, SENDS, EP, CAMH, SALT.

The SENDCo or key person for your child is able to attend appointments with parents - for example multi-disciplinary assessments at The Edwin Lobo Centre.

The SENDCo, SEND support workers and key person for your child regularly meet with external advisors to discuss the child's progress and next steps. This makes sure up to date advice is given and progress continues to be made by the child.

We also have regular liaison with the local authority Special Educational Needs Assessment Team – responsible for the approval and writing of Educational Health Care Plans (EHCP)

How does the school involve children in decisions that affect them?

Through a process of observation, we are able to reflect the children's interests in the planning the provision in the nursery. Some SEND children are able to tell us what they like verbally.

We are able to add the children's voice to EHCP's through observations and knowledge of their interests when they are non-verbal.

Activities and strategies are planned to be flexible depending on the child's mood and focus.

How will the school support your child at lunch times and enable him/her to have access to breakfast/after school care and go on trips and journeys?

We are an inclusive nursery, and where possible we endeavor to accommodate parents' wishes with regards to their child with SEND attending before and after school care and lunch. They may want just one of these or a combination of all three. We review a child's needs and put a plan in place to meet these before a SEND child can stay for lunch, breakfast or after school care. The well-being of the child with SEND comes first, and often food can be an issue for these children so, of primary importance is them drinking and eating in session. Some plans involve a child bringing food in from home, making lunch time as much like the home situation as possible with the same cup, bowl, etc, being supported to eat. Our capacity for high level support SEND children at lunch is a maximum of 6 places across the

setting and a maximum of 3 in a room, in order to make sure the children have the support they need to stay safe and access their food and drink.

Any SEND children staying for lunch is supported by a member of staff ratio depending on need.

Children with SEND are always invited on trips and to access special events in the nursery such as a visit from a magician. A SEND practitioner at these events will always support them. Parents are fully consulted regarding any trip or activities/events and, where appropriate, invited along.

How do we insure equal opportunities for all? Our approach to teaching children with SEND.

We are a fully inclusive nursery school that has staff who have specific expertise in teaching children with a variety of SEND, with all staff having training in supporting and developing children with SEND. Children are assessed either using general assessment for on track and not on track or the new SEND holistic developmental profile, which is used for children with severe and complex needs. These profiles are used to look at barriers to learning for all children and activities are planned to help remove these barriers to learning either by the approaches we use or the interventions we provide. Our curriculum has support, core and extension activities incorporated as well as SEND so that the children are receiving the same access to experience at an appropriately accessible level for their needs. For children with severe and complex needs they also have IEP's that address gradually removing the barriers to their learning that they are experiencing. We have a well thought out continuous provision, accessible to all. We work as a whole team. Small groups are generated for focused work and all children can then access at their level, with similar opportunities on offer differentiated by need. All children learn Sign for feelings and our resources reflect the variety of needs and diversity of our children

How accessible is the nursery school environment?

Our school is single story with ramps, which enable wheelchair access. Apart from the steps by butterfly class. Any changes to the building are looked at with regard to ensuring accessibility for wheelchair users and other physically disabled adults. **This is relevant to Chapel Street Nursery Russell Street Site. Whilst at Surrey Street refer to their accessibility plan. The site has many steps and ramps.**

There are disabled toilets accessible for both adults and children to use.

The changing areas are equipped with nappy changing facilities

Where appropriate symbols, signs, PECS, visuals, schedules and Sign for are used to facilitate communication.

We are happy to discuss individual access requirements as required

Where possible translation advice is sought to meet the needs of parents/carers whose first language is not English.

How do we evaluate the effectiveness of our provision for children with SEND?

The staff team, under direction of the SENDCo, look at levels of engagement from the children with the provision and activities on offer. These are adapted, if not having a good impact on the children's progress and if not motivational and engaging enough.

The staff team, under the direction of the SENDCo, consider the sensory responses of the children to the environment. Adjustments are made where possible if the environment is over stimulating or under stimulating, or if distress is shown to lighting/noise.

The key people observe the children and complete assessments using the holistic SEND development profile. The SENDCo uses this data to track individual children and look at progress half termly. The SENDCo also tracks the SEN cohort as a whole. The SENDCo reviews children with their key person where progress is limited and changes are made where needed.

Overall data on all SEND children is looked at termly to see if provision is meeting all children's needs effectively. Review with Senior Leadership team and wider team and make changes where necessary.

How are the nursery schools resources allocated and matched to the children's special educational needs?

As a Local Authority Resourced Place Nursery, we are given additional funding to support 24 children with SEND. Application can be made for additional funding if we unintentionally go above these figures.

The additional funding is allocated to provide specialist support across the nursery, as well as training and resources. It contributes to employing a SENDCo, Meadow team lead and a specialist early years worker.

The SENDCo reviews the effectiveness of the SEND provision through written and visual observation, and this is regularly reported to the head teacher and the governing body.

The SENDCo oversees and monitors the delivery of SEND support across the setting, and monitors staff assessments and engagement with the SEND pupils, providing training or sign posting to training where needed.

The SENDCo also oversees the needs of the pupils with SEND and purchases specific resources, when needed, after discussion with the head teacher.

The SENDCo also refers to outside professionals and agencies, where needed, to gain advice on how to support children. This support is bought into the nursery through a service agreement in most cases. Outside training is bought in, or staff are allocated to outside training when a need is identified.

The government also allocates a payment from the disability access fund to those children receiving disability living allowance. The payment is received by the nursery and the Head and SENDCo decide on how best to use the money. The allocation of this funding is fed back to parents. The school governors also monitor how the SEND funding is being used.

What is in place to fulfil our statutory duty under the Children and Families Act to support children with medical needs?

Children with medical needs such as those at risk of severe allergic reactions, epilepsy, feeding tubes, etc will have a detailed health care plan drawn up by the NHS Health Visiting Team in consultation with parents/carers and nursery. A child cannot attend the setting without this care plan, and staff having any relevant training.

Children who require inhalers or other regular medication will have a consultation with the key person or office manager who will report to the key worker. The necessary paperwork will be completed authorising the medication at the correct dose. The medication must have been prescribed by a doctor and have the child's name on it, and staff will monitor the expiry date of medications kept in schools and inform parents if they are due to expire.

The majority of staff are first aid trained and this training is updated regularly. There are always qualified first aiders on site in each class and during our extended sessions.

How will the nursery prepare and support my child when joining or transferring to a new nursery or school?

Starting Nursery

- When you are applying for nursery we do ask if your child has an additional need. This is so that we can offer a more detailed start to nursery.
- We begin with a visit for you to look around with your child to make sure our setting feels right for you and your child, and that we feel we are a good fit for them. We do our best to include all children. As far as is possible the SENDCo will show you round so you can discuss the needs for your child as you view the setting
- A home visit or nursery visit is then arranged before your child is due to start at nursery, where the family can meet the SENDCo and another member of staff who will be working with their child. Any concerns or needs can be discussed with the SENDCo at this time.
- 2 settling in sessions occur before your child officially starts. Any guidance in place will be followed.

Moving on to school

- All children are supported moving on to school. However if your child has additional needs we offer a little more.
- The SENDCo, or key person will accompany parents to see prospective mainstream and special schools in the term before their school application needs to go in.
- Once a school has been agreed and confirmed, which usually happens at the end of the spring term, a transition meeting is arranged where the child's needs are discussed and a transition plan put in place.
- The SENDCo or key person will support the child to visit their new school on more than one occasion if this is appropriate for the child.. We follow their guidance. They will if possible take photos of the school, teacher, support staff, SENDCo, etc. to make a book for them, and borrow some school uniform to practice dressing up in it.
- The SENDCo will arrange the handover of all relevant information once the child has started in the setting.

How can I find information about services and provision for children with SEND?

The SENDCo can sign post you to many services and support groups.

Also refer to The Local Authority's Local Offer which can be found at http://directory.luton.gov.uk/kb5/luton/directory/lo_info.page

Who can I contact for further information or if I have concerns or a complaint?

If you wish to discuss your child's special educational needs, or any issues regarding nursery school's response to meeting these needs, please contact the following: -

- Initially direct your concern, query or complaint to your child's key person. They will endeavor to help you and, if they can't, they will direct you to -
- The SENDCo who will meet with you and address your query, concern or complaint. If you do not feel your query, concern or complaint has been answered or addressed effectively, or the SENDCo feels this needs to be passed forward, you will be directed to
- The Head Teacher

In the event of a parent /carer wishing to make a formal complaint, they should follow the procedure in the school's complaints policy.

Updated March 2023

The governing body of the nursery agreed this SEND information Report