Nexus Education Schools Trust

SEND Information Report

Date: May 2024

Review Date: May 2025

1. Aims and objectives

At NEST Nursery, we aim to have an inclusive environment where everyone is welcomed and included. We feel passionately about giving all children the opportunity to thrive and develop at their own rate.

Children with Special Educational Needs or disabilities (SEND) have learning difficulties that make it harder for them to learn than most children of the same age and require special educational provision to be made for them. These children will need different or extra help from that given to others.

We know that the most important people in any child's life are their parents/carers. You know your children best of all. We want to work successfully with you and feel it is important that you are fully involved in decisions that affect your children in nursery.

At NEST Nursery, we have a named Special Educational Needs Coordinator (SENCo) who oversees SEND.

2. Vision and values

At our nursery, we consider it essential that the curriculum offer to all our pupils is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve the full potential. This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out nurseries' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and nurseries' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the nurseries' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the nurseries' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Nest Admissions Policy, which sets out the nursery's obligation to admit all pupils whose education, health and care (EHC) plan names the nursery, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Universal Support

At our nursery we support your child in a number of different ways. Our nursery team will plan and use a range of experiences and activities to support your child to progress and succeed. Sometimes, children need extra help- this does not necessarily mean your child has SEN. If this happens, our team caring for your child will use different scaffolding strategies, interventions or individualised plans to help them catch up.

Our team make ongoing assessments and will regularly check your child's progress and identify any struggles they may be having.

4.1 What support can we put in place?

Support can take many forms and could include:

- Using the children's interests to support and encourage their engagement.
- Implementing clear and predictable transitions with prior warnings given.
- Use of real objects or visuals to support an instruction.
- Regular individualised and consistent behaviour management approaches.
- Specific teaching to encourage positive relationships with peers such as naming and modelling emotions.
- Support at circle times to maintain concentration, built up slowly over time.
- Use of a whole group reward system and fidget cushions.
- Visual timelines, 'now and next' boards, 'I choose' boards.
- Increased use of sand timers to support turn taking.
- Specific adaptations to our environment for sensory needs such as fairy lights or chimes in a pop up tent.
- Specialist equipment to ensure full curriculum access.
- Identified spaces such as quiet areas, pop up tents.
- Use of emotion cards, visuals and calm boxes.

5. SEND Support

5.1 What is SEND Support?

If your child has not made the expected progress over a period of time, even with support and provisions put in place by our team, then your child may need 'SEND support'. This is a four stage cycle, also known as 'the graduated approach'. SEND support is help that is additional to or different from the support that is generally given to most children of the same age. The purpose of SEND support it to help your child progress with their learning and development.

5.2 The Graduated Approach

The graduated approach starts at a nursery wide level, where our teams are continually assessing, planning, implementing and reviewing their approach to supporting all children in the nursery. However, where a potential special educational need has been identified, this process becomes more personalised to your child and their needs.

The Four Stages:

- Assess: Our team will work closely with the SENCo to assess exactly what your child's needs are so that they can be given the right support. We will involve you in this whole process and seek your child's views in an age appropriate way.

- Plan: If we decide that your child needs SEND support, we will discuss this together. Every 8 weeks, we will offer you the opportunity to meet with your child's Key Person, to agree and plan the next steps. You will be given the opportunity to give your views on the suggested targets.
- Do: SENCo will work with the team, offering support to help them put any provisions into place.
- Review: Together, we will review your child's progress and the difference that the additional help has made. You and your child will be involved in reviewing and planning the next step. If we feel that your child has not responded as we had hoped to the help they were given, we will all decide together what can be done next. This could be extra or different help and could also involve other professionals from external services.

6. Local Offer

Children and young adults with disabilities and learning needs – London Borough of Bromley

The Bromley SEND Local Offer helps children and young people with special educational needs and/or disabilities and their families to find the information and support they are looking for from across Bromley in one place.

For families we want these pages to be clear, easy to access and have all the information they need to understand what is available to children and young people (from 0 - 25 years) to help to support their educational, health and social care needs in Bromley. But we also want to be able signpost families to other local organisations, initiatives and activities that might be of interest or help.

7. Our approach to SEND support

Phase 1: Quality Universal Inclusive Practice

- If your child is finding an aspect of their learning difficult, our team will adapt the learning to help support your child.

Phase 2: Initial Concerns

- Concerns are discussed with the SENCo; further adaptions are put in place and your child will be put on a support plan. You will have every opportunity to review the support that is being put into place.

Phase 3: SEN Support Plan

- If your child has not made sufficient progress with the increased level of support, they may need to be placed on our SEN register. If this is the case, a meeting will be arranged with you, the SENDCo and your child's Key Person or the nursery teacher. We will then create an SEN Support plan (IEP) for your child, which will have specific targets related to their area of need.

After your child is placed on the SEND register, we will offer you the chance to meet term to review your child's targets, progress and agree new targets moving forward.

8. EHCP

8.1 What is an EHCP?

If your child has not made the expected progress after multiple cycles of SEN support, we may feel that your child needs an Education Health Care Plan (EHCP). This outlines any special educational needs and disabilities your child has and the provision a Local Authority must put in place to help them. Most children with additional needs do not need an EHCP.

EHC Plans are for children whose special education needs and disabilities require more help than would normally be provided in a mainstream education setting. A diagnosis will not automatically mean that an EHCP is needed. An EHCP is a legal document which is written by the Local Authority that describes a child's special education needs and the help (special educational provision) that they will get to meet those needs. This includes health and social care needs and provision related to their SEND.

In considering whether an EHC needs assessment is necessary, the Local Authority should consider whether there is evidence that despite the early years provider or school having taken relevant and purposeful action to identify, assess and meet the special educational needs of your child, that there has still not been expected progress.

8.2 Applying for an EHCP

A request can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and carers. You can request an EHCP yourself but they are far more effective when done in partnership with your child's education setting. You can contact your Local Authority's special educational needs department and request an assessment for an EHCP.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The NEST Nurseries Lead and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the nurseries' plan for continuous professional development.

10. Links with external professional agencies

Our nursery recognises that they won't be able to meet all the needs of every pupil. Whenever necessary the nurseries will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Complaints about SEND provision

Where parents have concerns about our nursery's SEND provision, they should first raise their concerns informally with the Nest Nurseries Lead. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will be handled in line with the nursery's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.