

Ham Drive Nursery School SEND Information Report

Updated September 2025



What is 'SEND'?

SEND stands for Special Educational Needs and or disability. As part of the Plymouth Nursery Schools Federation we believe that all children should have the opportunity to grow in self-esteem and develop towards their full potential. Our federation SEND policy outlines our commitment to inclusion and equality for all our pupils and details the process that we go through to identify and provide for children who may require additional support. For more information on what we do and how we do it please visit our website to download the school SEND policy.

What is the SEND Code of Practice?

The SEND Code of Practice is a legal document that outlines the responsibilities of schools, health services and local government to meet the needs of children with SEND. This legal code covers children 0-25 and helps to ensure that the key principles of the Children and Families Act 2014 are at the heart of what we do to support children and families. The full Code of Practice can be downloaded at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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What is the 'Local Offer'?

Plymouth Nursery Schools Federation belongs to what is known as the Plymouth 'Local Offer'. This is a collection of services that work in partnership to ensure that children and young adults have the best possible start in life. The Local Offer provides information about education, health and care services in one place. More information about the Plymouth Local Offer can be found at:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

Who is responsible for SEND at The Plymouth Nursery Schools Federation?

Everyone at Plymouth Nursery Schools Federation is committed to providing the best possible opportunities and support for children with SEND. Within this wider commitment the SENCo (Special Educational Needs and Disability Coordinator) has the responsibility of coordinating and monitoring the effectiveness of the provision for children with SEND. More details of these responsibilities are outlined in the SEND Policy. The current SENCOs team consists of:

- Stephen Martin (Federation SENCo)
- Sarah Hercod (Nursery School Assistant SENCo)
- Jo Martin (Day Care Assistant SENCo)

Our SEND Governor is Linsey Parker

What should I do if I am worried about my child's progress or development?

If you have any concerns about your child's progress, development or wellbeing then you should talk to your child's Key Person to discuss your concerns and to find out what support could be available. You can do this either informally or by asking for a review meeting.

The child is always at the centre of these discussions and we will start with their strength and interests and use these to support their learning in other areas. We will make a plan together with parents and, where required, will seek support and advice from other professionals or agencies.

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How are children with SEND identified within the school?

We work closely with parents and carers to ensure that children have the right support in place to enable them to make good progress in their learning and development. We use regular observations and informal assessments to identify any children who may not be making expected progress or meeting their developmental milestones.

Where a practitioner has concerns about any aspect of a child's well-being or development they will discuss this with the SENCo and with the parents to ensure that we can quickly put in place a support plan. We will review these plans on a regular basis to ensure that support is effective and will discuss if any additional actions are required.

What support is provided for children with Special Educational Needs?

We follow a 'graduated approach' to supporting children with Special Education Needs and are committed to working in partnership with parents to ensure that any support plan or intervention builds on the child's current strengths and interests.

The approach is underpinned by a commitment to collaboration, personalisation, and evidence-based strategies to ensure every child receives the support they need to thrive. A graduated approach aims to ensure that each child has the right support at the right time.

Our Graduated Approach Provision Map (below) outlines the process that we go through to identify SEND needs and details the types of interventions that are regularly provided within the setting.

Information about the Plymouth Graduated Approach can be found at: <https://plymouthgati.co.uk/>



Plymouth Nursery Schools Federation SEND Graduated Approach Provision Map



Universal Provision <i>(for all of our children, all of the time)</i>			
<u>A Key Person Approach</u>	<u>Quality Continuous Provision</u>	<u>Regular Small Group Learning</u>	<u>A Communication Supportive Environment</u>
<p>A key person is assigned to each child and is responsible for their well-being, learning and development in nursery.</p> <p>The Key Persons liaises regularly with children’s parents/carers to ensure that there is a strong partnership between nursery and home.</p> <p>The Key Person is responsible for ensuring that children’s interests and development needs are included in provision planning.</p> <p>The Key Person maintains the child’s learning journey and uses summative and formative assessments to ensure that children make good progress in their learning and development.</p>	<p>Staff plan a stimulating environment that provides opportunities for learning across the 7 areas of the EYFS, both indoors and outdoors.</p> <p>‘Free flow’ play is in place during the main part of the session. Children have freedom to choose where and how they learn to help maximise engagement and motivation.</p> <p>Adults follow children’s lead and use play to teach new skills and concepts, develop children’s language and to challenge and extend children’s thinking.</p> <p>Provision is regularly reviewed and developed in response to observations of children’s interests and developmental needs.</p>	<p>Children have access to regular adult –led group sessions that are planned in conjunction with a qualified teacher and delivered by experienced early years practitioners.</p> <p>Each session has a focus linked to one of the 3 prime areas of learning and is designed to be play-based, fun and engaging for all pupils.</p> <p>Sessions are based on children’s interests and are differentiated to meet the developmental needs of the children in each group.</p> <p>There is a strong link between these groups and the activities and resources available to children in ‘free play’. This provides children with opportunities to consolidate and extend learning.</p>	<p>The setting employs a coaching model to develop skilled practitioners who have a good understanding of how children’s language develops and who know a range of appropriate support strategies.</p> <p>Practitioners provide opportunities for all children to join in a daily story and rhyme session.</p> <p>Regular Letters and Sounds sessions are in place to promote sound play and develop early language and literacy skills</p> <p>Makaton signs used to support core vocabulary and to promote inclusion.</p> <p>Visual timetables and cue cards are used to support children’s understanding of the daily routine and expectations within the nursery.</p>

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Regular observation and informal assessments are used to identify children who are not making 'good' progress or meeting their developmental milestones.

Where this is the case, advice is sought from the SENCO and we will meet with parents to discuss what additional action is required.

Targeted Support

(planned support and interventions within the setting)

Where a child has more a more significant delay in their learning or development, or where our universal provision is not enough to enable them to close the gap with their peers, we will discuss what targeted support is available within the setting. This may include seeking advice from other professionals and / or the development of an Individual Education Plan (IEP). Any targeted support will be reviewed regularly with parents to ensure that it is effective.

Types of targeted support used in the setting include:

Communication and Language (CL)	Personal, Social, Emotional Development (PSED)	Physical Development (PD)
<p>Attention Builders / Curiosity Programme</p> <p>Let's Get Talking groups (Under 3's)</p> <p>BLAST groups (Boosting Language Auditory Skills & Talking)</p> <p>Targeted use of:</p> <ul style="list-style-type: none"> -Visual timetables - photo or symbol cue cards -choosing boards - 'now and next' sequencing strips -Communication boards <p>TACPAC and HandiPac to support sensory communication and regulation through touch and music</p> <p>Special Time small group or 1:1 sessions with a focus on developing listening and attention, understanding or expressive language skills.</p> <p>Targeted support during free play sessions to reinforce vocabulary learning and support children's understanding of different concepts.</p> <p>Reduced language stories.</p>	<p>Small social groups</p> <p>Special time sessions to develop turn taking and early cooperative play.</p> <p>Targeted support during free play to help children initiate interactions and develop sequences of cooperative play with peers.</p> <p>Sharing stories and engaging children in role play to help develop their ability to recognise and talk about their emotions.</p> <p>'Buddy' system to link children with a peer who can act as a friend and a role model for social play.</p> <p>Individual Behaviour Plans with a focus relation approach to promoting positive behaviour.</p>	<p>Individual toilet training support.</p> <p>Adaptation of resources and the physical environment e.g.:</p> <ul style="list-style-type: none"> -Posture supporting chairs/ bumbo seats -pen /pencil grip support -larger print books - toilet seat support <p>Sensory room sessions.</p> <p>Small group / 1:1 work to develop fine motor skills e.g.</p> <ul style="list-style-type: none"> -threading -play dough (Dough Disco) -Finger Gym -construction activities <p>Targeted support to access climbing and balancing equipment to promote gross motor skills.</p>

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Where children have complex Special Educational Needs that cannot be met through our universal or targeted provision, we will seek specialist input from other relevant health and education professionals. This is always discussed fully with parents and consent is sought before any referrals are made.

A Team Around Me or Early Help Assessment may be initiated to ensure that there is a partnership approach to planning and implementing support.

Specialist Support

(when specialist advice and support is required)

Where specialist support and advice is required, a request for help will be made either directly to the relevant agency or through the Plymouth Gateway. We have experience of working in partnership with a range of health and education professionals and are committed to ensuring that specialist support is put in place in a timely manner for those children that require it. Specialist support may include:

- Specialist Advisory Teachers e.g. Autism, Visual or Hearing Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Support Workers / Family Support Workers
- Educational Psychologists
- Early Years Communication and Language Support Team (EYCLST)
- Occupational Therapists
- Paediatricians
- Physiotherapists
- Speech and Language Therapists (SALT)

Education, Health and Care Plan (EHCP)

An EHCP is a legal document that identifies a child's educational, health and social needs and sets out what additional support is required to meet those needs. Where a child's needs are identified as being complex and enduring, the SENCO will discuss a proposal for an EHCP assessment with the parents and with other professionals working alongside the family. A proposal for an assessment is made through Plymouth Local Authority and any plan will transfer with the child to their new school. An EHCP is required before a child can be considered for a place at a Special School.

More information about the EHCP process in Plymouth can be found at: <https://www.plymouthonlinedirectory.com/plymouthlocaloffer/ehcp>

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What about staff training and professional development?

At the Plymouth Nursery School Federation we have a strong commitment to developing our practice and improving provision for all our children. We do this in a range of different ways. This includes formal and informal training, professional discussions with other health and care professionals, personal study and research and conversations with parents and with each other. Over the past few years we have worked with children with a range of different needs. This has included:

- Speech and Language delay and / or disorder
- Global Developmental Delay
- Autistic Spectrum Disorder
- Social Communication Difficulties
- Cerebral Palsy
- Personal, Social and Emotional difficulties
- Deaf/ Hearing Impairment
- Visual/ Sight Impairment
- Di George Syndrome
- Pierre Robin Syndrome
- Williams Syndrome
- Attachment Difficulties

Staff have worked closely with families and other professionals to support the progress of these children in nursery in a wide range of ways and are always keen to share good practice and professional knowledge across our different staffing teams. Recent formal SEND training has included:

- Trauma Informed Practice and a Relational Approach to Inclusion
- Using Attention Builders and The Curiosity Programme to develop early attention and communication.
- Speech and Language support strategies

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Specialised training has also been provided for small groups of staff in the following areas:

- Tracheostomy assist, suction, gastronomy.
- Use of visual aids and Communication Boards
- Information Carrying Words and BLANK Levels

What funding is available for children with SEND?

Most resources are provided through our annual school budget, allocated through Plymouth City Council. Where children require additional resources or support, above and beyond what we can reasonably be expected to provide, the setting is able to make an application to the Plymouth Early Years SEN Inclusion Fund (SENDIF). This is done by the SENCo in consultation with the parents.

Any funding allocated through the panel can be used to provide additional adult support within the nursery. It can also help the setting to procure any specialist equipment required to enable children to be able to fully access the learning opportunities available to them in the nursery.

Disability Access Funding (DAF) is also available for 3 and 4 year olds in receipt of Disability Living Allowance (DLA). This funding equates to £938 per child per year to be used by the setting to support their inclusion and development.

How will we support children when they move schools or transfer to a new class?

We understand that transition and change is difficult for everyone and can be particularly unsettling for children with SEND. We are committed to working proactively with families and other settings to ensure that we can limit any disruption and make this process as smooth as possible for everyone involved.

Where children transfer internally (i.e. from our Day Care to our Nursery School), we will provide regular transition sessions to help children to familiarise themselves with their new environment and get to know the key adults who will be involved in their care and

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education. We will also provide them with a simple 'social story' that outlines the main features and routines that they can expect as they move into a new room.

Before children transition from one group to another, key staff from both settings will meet together to discuss what things each child will need to enable them to thrive in their new environment. Where other agencies or professionals are involved, or there is a more significant level of need, a simple transition plan will be made in partnership with parents. This process will be overseen by the SENCO and will outline what needs to be in place for the child as they move from one setting to another.

Where children with SEND are due to move to a new school or setting, we will contact the new class teacher or school SENCo to discuss any special arrangements that need to be considered. Where appropriate, we will support parents to arrange transition visits to the child's new school alongside opportunities to meet with any key adults. All transition plans are flexible and will have the child's needs at the centre. Where there are other professionals involved, or the child's needs are deemed to be more complex, we will arrange an Enhanced Transition meeting. Everyone involved with supporting the child will be invited to this meeting and a transition plan will be agreed together.

When a child has moved to a new setting, we will ensure that any paperwork or formal records will be transferred as soon as is practicable.

How accessible is the school for children with SEND?

The school is primarily on one level, making it easy for children and carers to access all areas of the provision.

Where possible we adapt our areas and resources to ensure that all children can access them independently.

Our accessibility plan is available in the policy section of our school website

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What do our parents and carers say about our SEND provision?

Very welcoming and the children absolutely love going.

Very supportive to all the children...and very kind natured towards children and their family.

The Nursery is able to meet a lot of extremely different needs appropriately, and offer comfort when needed.

Very friendly, and very good communication! Amazing at teaching the children and having fun with them. All my children loved it here!

Very friendly and supportive towards myself as a parent and my son who attends.