

# BRIGHT STARS NURSERY

# SEND INFORMATION REPORT



What our nursery can offer children  
with Special Educational Needs &  
Disabilities



Ready



Respectful



Safe



## Graduated Response to support & inclusion at Bright Stars

A pupil is placed on the SEND Register when they need support beyond what is ordinarily available. All support begins with high-quality, inclusive teaching. The graduated response ensures that help increases in line with a child's needs – from universal provision through to statutory support. Explore the 5 Tiers below to see how support is layered and responsive.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.”  
(SEND Code of Practice (2015, Section 6.15))

**This means a child has SEN if they:**

- 1 Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 2 Have a disability which prevents or hinders them from making use of facilities provided for others of the same age in a mainstream setting.

**And “special educational provision” is defined as:**

“Educational provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools or settings.”  
(Children and Families Act 2014, Section 21)

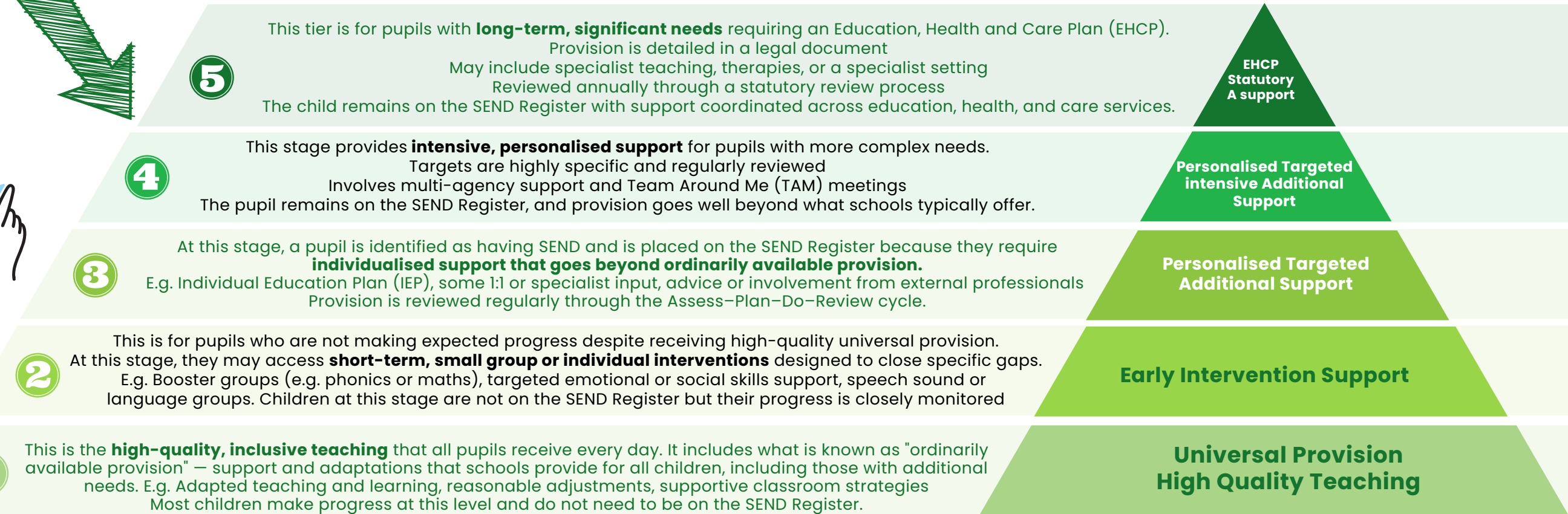
## What is the definition of SEND?



It's also important to understand that:

- A formal diagnosis is not needed for a child to be identified as having SEND – what matters is whether they require support that goes beyond both high-quality teaching and early intervention.
- Not all children with a diagnosis are classed as having SEND – if they are able to access learning and make progress with the support of high-quality teaching and reasonable adjustments (universal provision), then they do not require special educational provision

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EHCP Statutory A support  
Personalised Targeted intensive Additional Support  
Personalised Targeted Additional Support

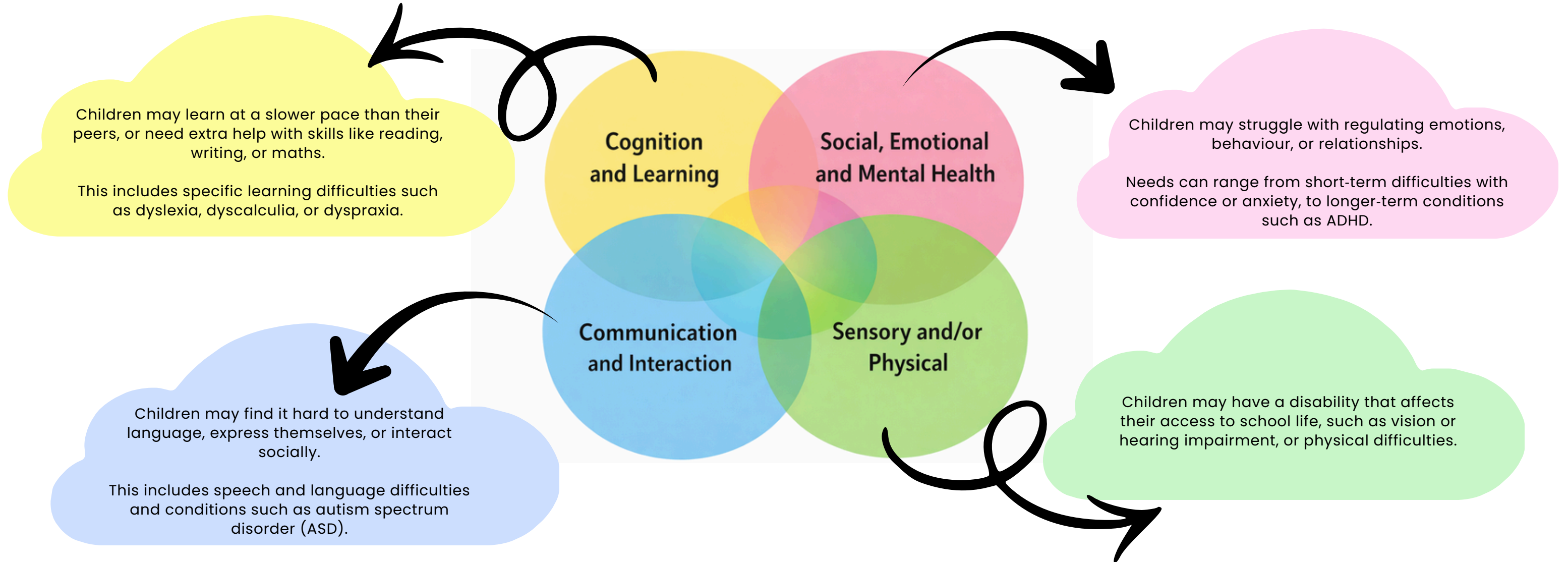
Early Intervention Support

Universal Provision High Quality Teaching



What kinds of Special Educational Needs are provided for by Bright Stars?

The SEND code of practice (2014) states that, when reviewing and managing special educational provision, there are 4 broad areas of need.



These four areas help us think about the different ways children may need support. A child's needs may sit in one area or across several. What matters most is that we understand their individual strengths and challenges, and put the right support in place so they can thrive.



Who is responsible  
for children with  
SEND?

SEND provision is a whole-setting responsibility. All staff are accountable for planning, delivering and reviewing high-quality, inclusive teaching that meets the needs of pupils with SEND.



**Bryony Wilcocks**  
**SENco**



**Donna Carpenter**  
**Nursery Manager**

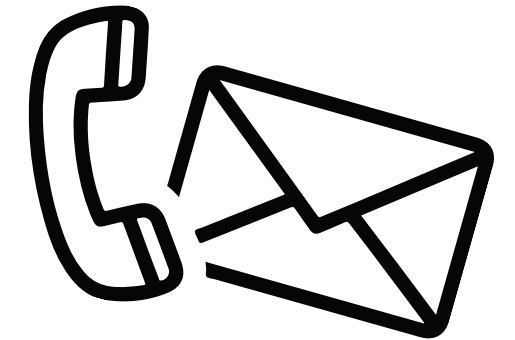


**Jo Lyndsay**  
**Nursery Manager**





How do I contact the people responsible for SEND or arrange to meet them?



Parents and carers can contact staff through Tapestry for routine communication.

For more detailed enquiries, staff can also be reached by email.

The SEND team and the Parent Support Adviser (PSA) can also be contacted directly via Tapestry or email: **[brightstars@yfps.co.uk](mailto:brightstars@yfps.co.uk)**

If you are unsure of who to contact, the school office can assist or help arrange a meeting.

Please call  
01752 343411  
for support.



## How does Bright Stars use SEND funding?

Our nursery receives delegated funding from the Local Authority to support pupils with SEND.

This includes notional SEND funding, which we use to provide high-quality teaching, targeted interventions, staff training, and resources.

For pupils with more complex needs who have an Education, Health and Care Plan (EHCP), the Local Authority may provide additional top-up funding. This funding is used to deliver the specific provision outlined in each pupil's plan.

We work closely with the Local Authority and external specialists to ensure funding is used effectively to meet pupils' needs and to monitor the impact of provision





## How does Bright Stars involve parents and children in their SEND support?

Bright Stars is committed to developing strong, collaborative relationships with families. We recognise that meaningful partnership working is central to identifying needs early and ensuring the best possible outcomes for children with SEND.

Bright Stars is committed to working in genuine partnership with parents and pupils to ensure that SEND support is effective, personalised and reviewed regularly. We involve families and children in the following ways:

Tapestry is used throughout the nursery to maintain strong home-nursery links, share learning, celebrate achievements and ensure families feel connected to their child's education.

Some pupils will have an IEP outlining targeted support that is additional to or different from the provision ordinarily available in the classroom. IEPs are reviewed with parents at least three times a year. Parents are encouraged to contribute their views, share insights, and help shape targets so that support remains meaningful and collaborative.

Staff are usually available at the end of the nursery day to discuss any concerns or updates with parents. Where this isn't possible, meetings can be arranged at a mutually convenient time, either face-to-face, by telephone, or via Zoom.

Parents' meetings take place for all children and provide an opportunity to discuss progress, targets and support arrangements with class teachers. Parents also receive an annual school report summarising their child's achievements and next steps.

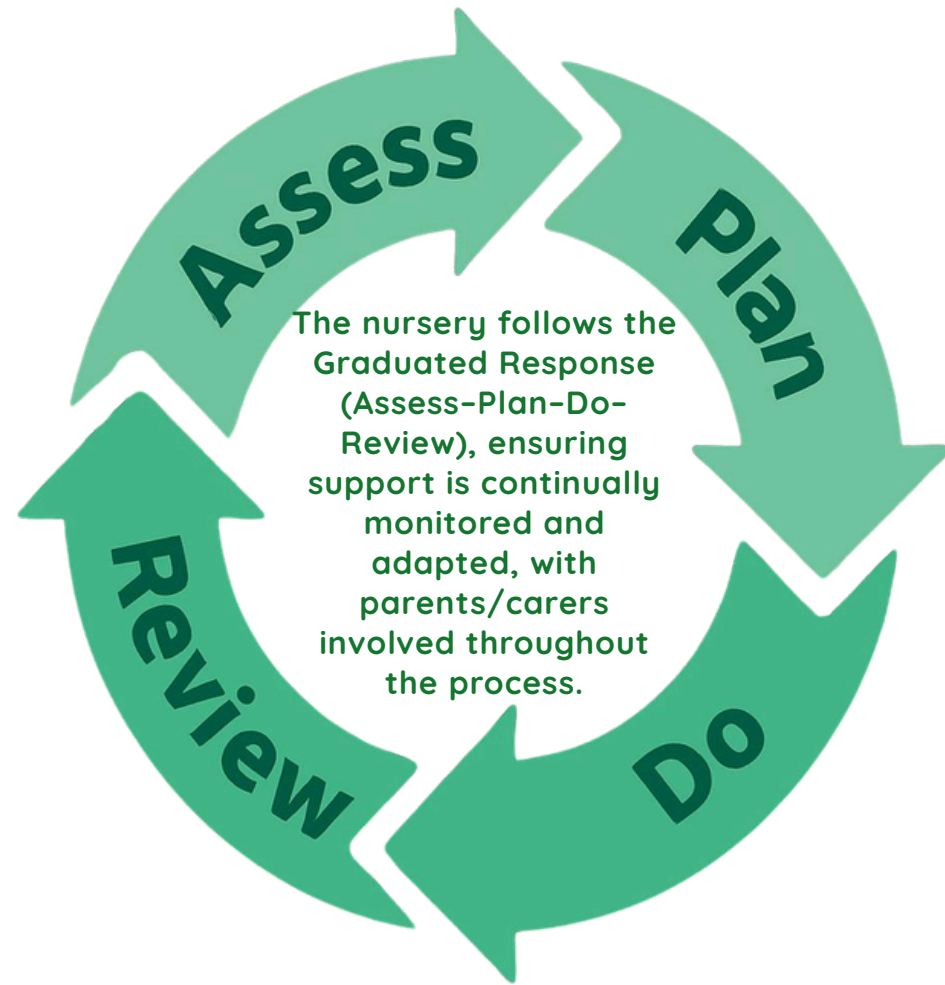
For some families, an EHAT may be completed to identify wider needs and strengths. This helps ensure that the appropriate early support is put in place. Parents are fully involved in this process and their consent is always required.

Where a child requires a multi-agency approach, a Team Around Me process is used. Parents, school staff and any external professionals involved meet together to share information, agree actions and ensure support is well-coordinated.





How does Bright Stars assess the progress of pupils and what would the nursery do if my child is falling behind?



At Bright Stars, staff use ongoing Assessment for Learning (AfL) to understand each child's progress and identify next steps. Termly Meetings help review progress, address concerns, and plan support. Parents are informed through termly meetings and an annual report.

If a child is not making expected progress, staff first adapt their teaching using the nursery's Ordinarily Available Provisi.,

If difficulties continue, the SENco meets with parents/carers and the child may be placed on the SEND Register. At this stage, an Individual Education Plan (IEP) is created with personalised targets and reviewed regularly with the child and parents.

The SENCO/SEND team may observe the child, carry out screening assessments, or involve external professionals such as Educational Psychologists or Speech & Language Therapists.



Bright Stars aims to identify any emerging needs at the earliest opportunity so that support can be put in place promptly.

The effectiveness of SEND provision is evaluated through progress data, IEP target review outcomes, pupil voice, parent/carer feedback, and ongoing monitoring by the SENCO and SLT. Adjustments are made where provision is not having the intended impact.



What further external support can Bright Stars access and when would this happen?

Bright Stars has access to a range of external professionals who support children with SEND. These include the Educational Psychologist, the Communication and Interaction Team (CIT), Speech and Language Therapy (SALT), the Mental Health Support Team (MHST), and the School Nursing Team.

The SEND team will work with staff and families to review a child's needs and decide together whether involving external specialists is appropriate as part of the graduated approach.



External support is usually sought when a child requires additional assessment, advice, or intervention beyond what can be provided through Quality First Teaching and SEN Support.

The type of professional involved and the support offered will vary depending on the child's individual needs, and parents are consulted at every stage. Further information about the professionals who support children with SEND locally can be found in the

 Local Offer.



At Bright Stars, we believe that the foundation of success for all children is High-Quality or Quality First Teaching (QFT). This means the effective inclusion of every pupil through high-quality, adaptive teaching that meets the needs of the majority of learners. This forms our Ordinarily Available Provision (OAP).

For some children, high-quality teaching alone may not be enough. In these cases, additional or different provision may be required. This is known as SEN Support and follows the statutory four-part cycle of Assess, Plan, Do, Review.

This graduated approach ensures that:

- there is a clear understanding of the child's strengths and areas of need
- personalised outcomes are identified
- appropriate support and interventions are put in place
- the child's progress towards the outcomes is reviewed regularly

This ongoing cycle helps us refine provision over time and ensures that support remains well-matched to each child's needs.

Further details about our systems for identifying, assessing, and supporting children with SEND can be found in our  [SEND Policy](#).

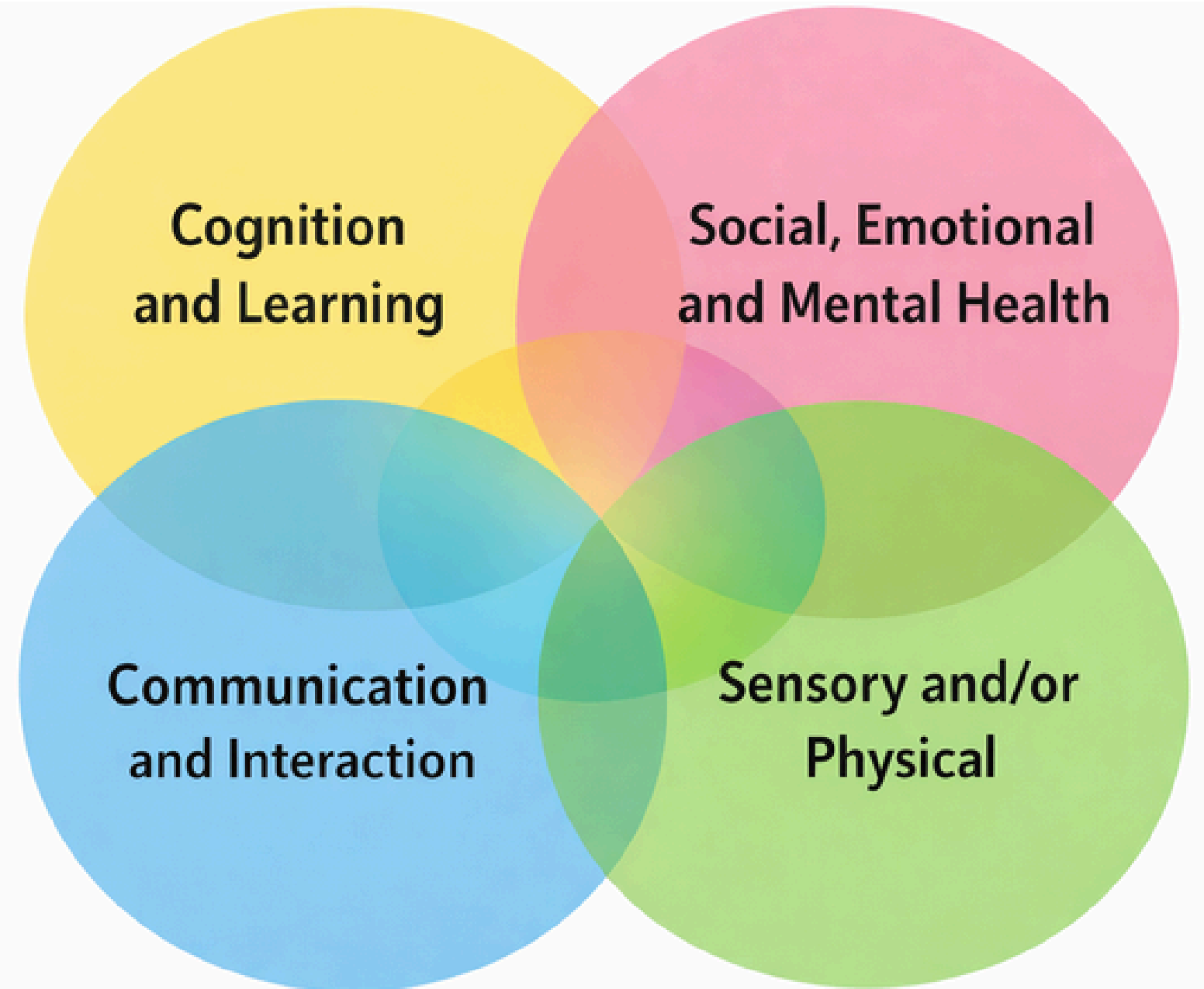




## How does Bright Stars support children with SEN? Interventions

Bright Stars is guided by the four areas of need outlined in the SEND Code of Practice, ensuring that support is matched closely to each child's individual profile.

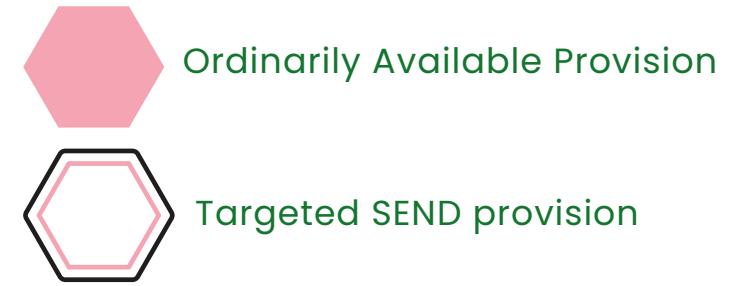
We provide a wide range of interventions both inside and outside the classroom to help pupils make progress towards their IEP targets. A variety of access strategies are also used to enable children to engage successfully with everyday classroom learning





# Interventions & support for SEMH

Bright Stars supports children with SEMH needs through a combination of universal, whole-nursery approaches and targeted SEND interventions.



Individualised regulation plans including sensory diets & sensory circuits



PSA family support

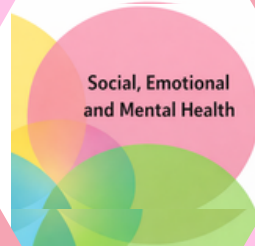
Trauma Informed Schools (TIS) Trained staff.

Whole nursery wellbeing curriculum.

Social skills groups

ABCC (Antecedent, Behaviour, Consequence, Communicate) pattern tracking to identify triggers & inform support

Consistent nursery wide implementation of the school's behaviour policy



Calm corners/ sensory room for each class with sensory tools. Movement breaks



Emotion check-ins

Restorative practice and supportive adult relationships

Consistent expectations and relational approach Ready, Respectful Safe

Weighted lap pads, shoulder pad and snakes used to provide deep pressure where needed.



Consistent nursery wide implementation of the school's behaviour policy

TACPAC



5-Point Scale and Zones of Regulation



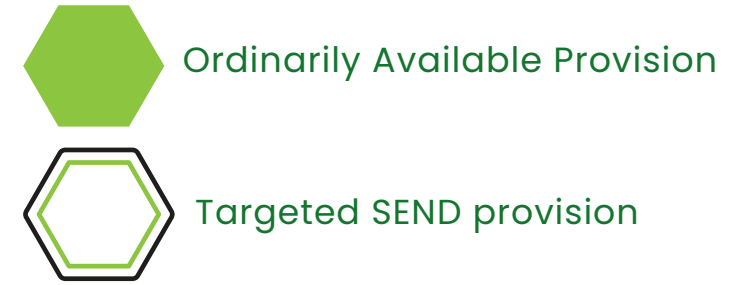
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# Interventions & support for Sensory and/or Physical

Bright Stars supports children with Sensory and/or Physical needs through a combination of universal, whole-nursery approaches and targeted SEND interventions.



Modified learning materials (e.g. enlarged print)

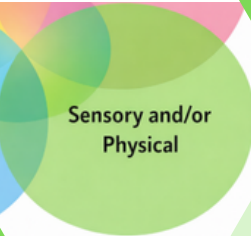
Medical care plans & intimate care plans



Personalised physical support under guidance of physiotherapy service/OT recommended)

Consideration of the physical environment

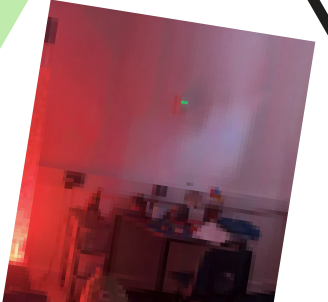
Movement breaks & access to sensory tools



Support equipment (e.g. Writing slopes, wobble cushions, TheraBands & pencil grips)

Clear pathways, accesible classroom layouts & safe transitions

Inclusive PE with adapted equipment & roles (Support & guidance from PSSP)



Specialist teacher input for HI/VI/PD following referral

TACPAC

Soundfield systems for speech amplification & clarity

Moving & handling training for specialised equipment (under guidance of Occupational Therapy/Physiotherapy services)

Specialised equipment



Motor skills interventions (e.g. Pindora's Box, Motorskills United)

PEEP (Personal Emergency Evacuation Plans) & Risk Assessments



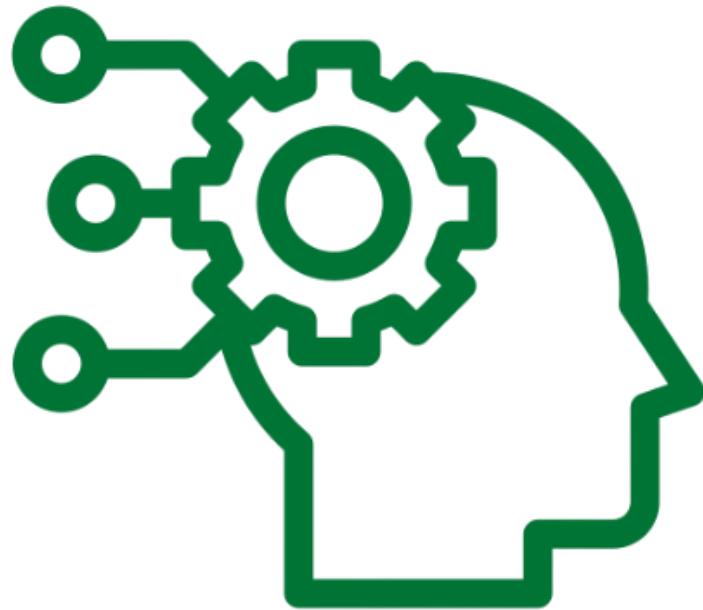
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How does Bright Stars support parents who want to explore a SEND-related diagnosis for their child?

## Neurodevelopmental Conditions (E.g. ADHD and ASD).



If your child is experiencing significant difficulties in daily life (such as with learning, friendships, independence or mental health) despite support already being in place, and you would like to explore whether there may be an underlying neurodevelopmental reason, the next step may be a referral to the Integrated Neurodevelopmental Assessment Pathway (INAP).

Before referral, information is gathered from parents, school and health professionals to build a clear picture of a child's strengths, needs and the impact of their difficulties.



Parents, nursery and GPs each complete part of the INAP Request for Assessment Forms (RAFs)  
<https://www.plymouthhospitals.nhs.uk/guidance-for-gps/>



**Parents: INAP  
RAF Part 1**

Parents describe their child's difficulties and how these affect everyday life.

Nursery show the support already provided through the Graduated Response and the impact of these interventions

**Nursery: INAP  
RAF Part 2**

GPs complete a general health assessment to rule out other medical causes. These factors help ensure children are directed to the correct pathway without delay.

**GP: INAP RAF  
Part 3**

Children registered with a Plymouth GP are referred to the Child Development Centre.

Assessments are personalised and may include interviews, observations, questionnaires and specialist tools.



How does Bright Stars support parents who want to explore a SEND-related diagnosis for their child?

## Speech & Language



**Children can be referred for a Speech and Language Therapy (SALT) assessment when there are concerns about their speech, language or communication development**

Early concerns identified by parents/carers, nursery and/or health professional

Nursery gathers evidence: what are the concerns and what has been tried?  
Parent/cares involved in the referral: observations from home, examples of how communication affects daily life

Referral is submitted to Plymouth Children's Speech and Language Therapy Service

The SALT team screens the referral to decide whether an assessment is needed

Assessment is arranged if accepted

Recommendations and support  
Diagnosis (if appropriate). Families will receive a summary of findings, advice and strategies to use at home and school and speech & language therapy sessions if needed



## How accessible is the Bright Stars environment?

Our nursery operates across a split site and is fully compliant with DDA requirements. We work proactively to ensure that all areas of the environment are accessible, inclusive, and adaptable for pupils with a wide range of SEND needs. Accessibility is reviewed regularly, and adjustments are made on an individual basis.



Our accessibility plan can be found here:

[YFPS Accessibility Plan](#)

### Sensory Access

Learning spaces are designed to reduce sensory overload, with calm, low-clutter rooms and consistent visual organisation. Children have access to visual timetables, ear defenders, calm corners or sensory dens, fidget tools and sensory circuits or sensory diets where appropriate. Soundfield speakers are available in classrooms to support children with hearing needs and to improve sound clarity. All areas of the site are considered for sensory and physical accessibility on a case-by-case basis.



### Physical Access

The older part of the building is on a split level with easy-access routes, ramps and a lift. The newer building has two storeys, and the top floor is accessible via a lift. Accessible toilets are available on all levels, along with changing facilities and a shower.

Rooms are organised to support safe movement, with flexible layouts that can be adapted for pupils using mobility aids or requiring additional space. Ramps are available at key entrances, and PEEPs are created for pupils who need them to ensure a clear route to fire assembly points. Access to Forest School is supported through pathways, with adaptations made according to individual needs. We also ensure, wherever possible, that equipment used across the school is accessible to all children.





## How does Bright Stars support the transition of children with SEN?



### Starting school at YFPS in EYFS

YFPS supports children with SEN through a carefully planned and personalised transition process that builds familiarity, trust and continuity. Enhanced transition meetings bring together parents, current childcare providers, the Foundation Stage teacher and the KS1 SENCO to share detailed information and agree the most appropriate support. Staff attend TAMs and IEP review meetings in the summer term, where possible, to ensure continuity of provision and a smooth handover. Families are offered additional school visits so children can explore the environment at their own pace, alongside extended home visits that help the class teacher build a positive relationship in a familiar setting. Staff also visit the child's nursery or childcare provider while the child is present, enabling them to observe learning behaviours, interact with the child and understand their needs within their current environment. To further support familiarity, children are provided with transitional materials such as photographs of key adults and learning spaces to help them feel more confident before starting school. Almost all Bright Stars children go onto YFPS for their choice of school.



Who can I contact to provide additional advice and support for my family?

**Mrs Williams**  
is our Parent Support Advisor (PSA)



She provides support to families across our school community and can offer a wide range of guidance and practical help, including:



Guidance, advice and early help

- Support with routines, behaviour at home, attendance and establishing positive home-school communication
- Signposting and helping families access wider services (health, housing, financial support, community groups)
- Supporting parents/carers to understand school processes, SEND pathways and what support is available

Advocacy and support in meetings

- Attend school meetings with parents/carers to help them feel confident and heard
- Supporting families through TAMs/EHATs or other Early Help processes including supporting in completing paperwork and preparing for meetings
- Helping parents/carers communicate concerns or questions to school staff or external agencies

Workshops, groups and community engagement

- Being present in parent/carer workshops, coffee mornings and information sessions to offer reassurance, guidance and follow-up support
- Running or co-facilitating parent groups on topics such as routines, behaviour, wellbeing or SEND

Ongoing communication and relationship building

- Regular check-ins with families who need sustained support
- Helping parents/carers navigate challenges early, reducing escalation
- Building trusting relationships that encourage families to seek help before issue become crises

Direct work with children (where appropriate).

- Short-term 1:1 sessions to support emotional wellbeing, confidence, friendships or transitions
- Small-group work focusing on social skills, resilience or emotional regulation
- Liaising with class staff to ensure consistent strategies between home and school



(01752)343411



swilliams@yfps.co.uk



If I am not happy with the provision, how can I share my concerns or make a complaint?

We hope that you are happy with the SEND provision at Bright Stars. If you have concerns about your child's support, we encourage you to raise them as early as possible so that we can work together to resolve them.



Concerns can be shared in the following ways:

1. Speak with your child's key person, who knows your child best in the day-to-day setting.
2. Contact the SENCO to discuss provision, progress, or any adjustments that may be needed.
3. Speak with one of the managers if you feel your concern has not been resolved.

Parents may also access Parent Partnership for impartial advice and support.

At Bright Stars, we value strong relationships with parents and carers and aim to resolve concerns collaboratively with the key person and SENCO team to ensure every child is well supported.

If, after these steps, you feel you need to make a formal complaint, our Complaints Procedure is available on the nursery website.



The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years.



Plymouth's Local Offer can be found here:

[SEND Local Offer](#)





- **ABCC:** Antecedent, Behaviour, Consequence Communicate
- **AET:** Autism Education Trust
- **AfL:** Assessment for Learning
- **ASD:** Autistic Spectrum Disorder
- **CBT:** Cognitive Behaviour Therapy
- **CIT:** Communication Interaction Team
- **DDA:** Disability Discrimination Act
- **DLD:** Developmental Language Disorder
- **EHAT:** Early Help Assessment Tool
- **EHCP:** Education Health Care Plan
- **ELSA:** Emotional Literacy Support Assistant
- **EYFS:** Early Years Foundation Stage
- **HI:** Hearing Impairment
- **IEP:** Individual Education Plan
- **INAP:** Integrated Neurodevelopmental Assessment Pathway
- **KS1:** Key Stage 1 (Years 1 and 2 in Primary)
- **KS2:** Key Stage 2 (Years 3 to 6 in Primary)
- **KS3:** Key Stage 3 (Years 7 to 9 in Secondary)
- **LAC:** Looked After Child
- **MHST:** Mental Health Support Team
- **OAP:** Ordinarily Available Provision
- **PEEP:** Personal Emergency Evacuation Plan
- **PD:** Physical Disability
- **POPAT:** Programme of Phoneme Awareness Training
- **PSA:** Parent Support Advisor
- **QFT:** Quality First Teaching
- **RWI:** Read Write Inc
- **SALT:** Speech And Language Therapy
- **SENCO:** Special Educational Needs Co-ordinator
- **SLT:** Senior Leadership Team
- **TACPAC:** Touch and Communication Programme.
- **TAM:** Team Around Me
- **TIS:** Trauma Informed School
- **VI:** Visual Impairment



**PLYMOUTH ONLINE DIRECTORY**

The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years.

**Plymouth GATI**  
Graduated Approach to Inclusion

How Plymouth Schools Support SEND: Learn about the Graduated Approach—Plymouth's way of making sure children with additional needs get the right support at the right time, through a shared process used across schools and settings.

**PLYMOUTH INFORMATION ADVICE AND SUPPORT FOR SEND**

Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

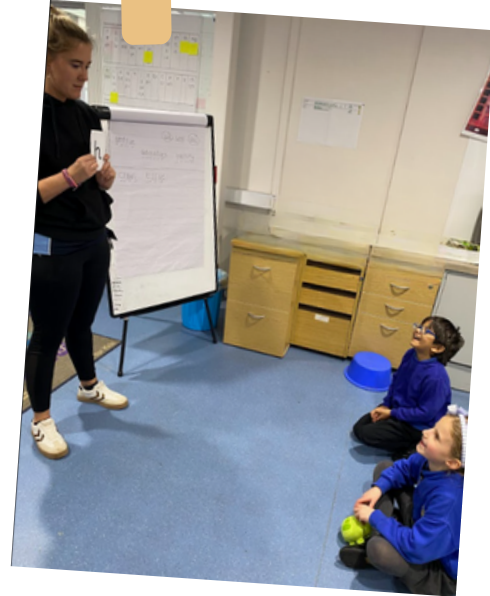
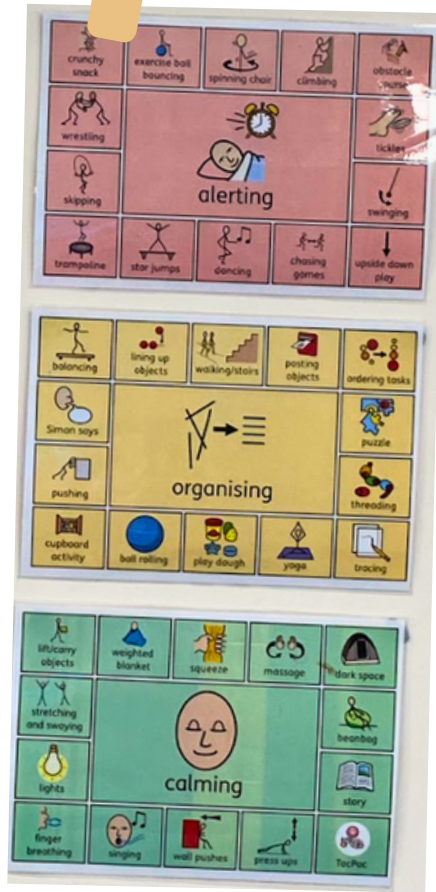
Plymouth Parent Carer Voice (PPCV) is a group of local parents and carers of children with SEND who work together to make sure families have a say in the services they use. They work with the council and other organisations to help improve education, health, and care services for SEND families.

**Ordinarily Available Provision (Schools)**  
*Inclusive Good Practice Guidance for All*

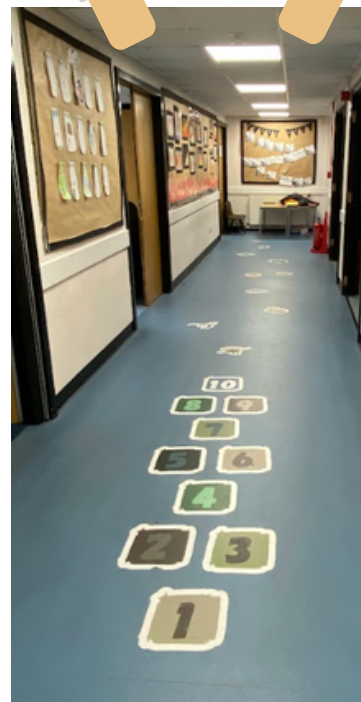
"Ordinarily Available Provision is the universal whole school approach, holistic opportunities and provision strategies that are delivered as a typical offer to ensure a rich and ambitious learning environment is tailored for all pupils."

Special educational needs and disability code of practice: 0 to 25 years

This guide sets out the rights of children with SEND and how schools, councils, and families work together to meet their needs.



A glimpse of our inclusive learning environment





**Thank you to the parents, carers and members of the Alliance community who have helped so far in the co-production of our SEND Information Report.**

**Your views and experiences have directly informed the content, priorities and examples of practice included in this document.**

Changes made following stakeholder feedback so far:

- Font and text size updated to improve readability
- Additional photographs included to personalise the report
- Glossary expanded for clarity
- Guidance added on zooming in to the electronic version
- Information about the processes for formal diagnosis

**PLEASE NOTE:** Images included in this report are used to illustrate learning and provision within our school. The children shown are not necessarily children with Special Educational Needs and/or Disabilities (SEND). As an inclusive school community, children with and without SEND learn and take part in activities together.

# 2025-2026

This SEND Information Report is reviewed annually.

