

**Springboard Sunderland Trust**

**Springboard Nursery**

**Special Educational Needs and Disabilities  
(SEND) – Information Report**

Information Report 2022 - 2023





## Document Control

This is a controlled document. Whilst this document may be printed, the electronic version posted on the Springboard SharePoint intranet is the controlled copy. Any printed copies of this document are not controlled. This document should not be saved onto local or network drives but should always be accessed from SharePoint.

<b>Special Educational Needs and Disabilities (SEND) – Information Report</b>	
Category:	Springboard Nursery
Responsible Person:	Marie Hunter
Accountable Person:	Jane Waggott
Date of First Issue:	November 2015
Next Review Date:	05/09/2023

All Local Safeguarding Partners (LSP's), Sunderland Local Authority (LA) maintained schools/Early Years settings have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities, and are supported by Together for Children to ensure that all children make the best possible progress in their early education.

At Springboard Nursery the views of parents and carers are highly regarded. It is important that we all work together to do the best for every child. All Early Years settings are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting whenever possible. The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical
- Throughout the process the Nursery follows all General Data Protection Regulations (GDPR).

### **The Local Offer**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) schools and Early Years settings are required to publish and keep under review information about services they expect to be available for children and young children with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

**For further information on the Local Offer follow the link from the Together for Children Home Page or use the link on the Centre's website.**

### **The Special Education Needs Information Report**

Schools/Early Years settings utilise the LA Local Offer to meet the needs of SEND pupils as determined by settings policy, and the provision that the school/setting is able to provide. Schools/Early Years settings refer to this as 'The Special Educational Needs and Disabilities Information Report'. The Information Report is set out in a series of questions and answers which aims to give parents and carers clear information about what each school and setting provides.

### **Springboard Nursery SEND Information Report**

Springboard Nursery offers places for children from 12 months to 4 plus years and provides education and care which is organised within two rooms: The Snug for children 1-2 years and the Main Room for children from 2 to 4 years plus.

### **1. Who are the best people to talk to at Springboard Nursery about my child's difficulties with learning, special educational needs or disability (SEND)?**

- Your child's Key-worker is the person you see every day and who you can talk to about your child's strengths, abilities and needs, in order to be fully involved in all areas of your child's development. At Springboard Nursery we believe in developing strong relationships with our parents/carers from the beginning and we enable all practitioners to make accurate observations of their key children in order to know and understand their needs, development and progress, and work within their teams to ensure that full access and engagement with the curriculum is achieved.
- Both the Manager, Marie Hunter and the Acting Deputy Manager, Gemma Dunn are the SENDCo (Special Educational Needs and Disabilities Co-ordinators) for the Nursery. Marie and Gemma work with the practitioners, the children, parents and professionals to co-ordinate the systems which best meet the needs of all children in the Nursery from identification onwards. Marie and Gemma work very closely with practitioners in liaison with all outside support services to plan intervention activities, which effectively support children's learning.
- Marie and Gemma will also ensure that SEND systems are monitored, updated and delivered with regard to the Code of Practice and Early Years Foundation Stage Statutory Framework.
- Steve Reay, Chief Executive of Springboard works alongside the nursery in maintaining the highest standards of activity and support, which includes budget management, deployment of resources and regular visits to quality assess the service.

### **2. What are the different types of support available for children with SEND at Springboard Nursery?**

- At whatever age your child joins us at Springboard Nursery the Key-worker will get to know you from the home visit onwards. A great emphasis is given to the emotional health and wellbeing of all the children reflected in rigorous safeguarding procedures and use of Nurture Programme strategies. It is understood by all practitioners that a child's personal, social and emotional development is crucial to them engaging in all learning.
- Your child's Key-worker will make lots of observations in play and will talk with you, using your child's Learning Journey and assessments about their wellbeing, development and progress.
- The Key-worker will work with their team and SENDCo to make accurate observations and assessments. If it is seen that your child would benefit from additional support, we will talk with you at the identification stage and fully inform you of the Early Years quality teaching taking place. Intervention activities will be planned, and if appropriate we will make a referral to the Speech and Language Therapy Service (SALT) for screening, advice and guidance at the earliest opportunity.
- This support is called Quality First and Support Level 1 which simply means we are taking additional action to support your child.
- A 'Support Plan' will be drawn up and will enable activities to be effectively delivered and shared with you if your child reaches SEND Support.

- Close observation and assessment will be part of the on-going process to closely check on development and progress, and SENDCo monitoring will maintain high quality teaching and intervention activities.
- If your child continues to present with delay in all or some areas of their development, we will talk with you about making a request for a specialist service for guidance in supporting your child's learning, such as the Educational Psychology Service. Our Educational Psychologist is called Nicola Lynch.
- This expert level of support enables us all to understand your child's needs better and implement the most appropriate activities to support their progress and development.
- As part of Nursery's Provision Map, a clear timetable of additional and intervention support will be planned and delivered using strategies advised by all involved agencies in the Nursery's Main Room.
- This additional level of support is called SEND Support. As with the Level 1 there will be an in-built ASSESS, PLAN, DO and REVIEW cycle throughout the process, which you will be part of.
- If progress continues to be below what is expected through the on-going assessment of your child's development and progress, a decision will be made to hold a multi-agency child-centred meeting to talk about the next steps of action to be taken to meet the needs of your child. If it is agreed that a higher level of support is required, the process will begin to request assessment for an Education and Health Care Plan.

**If my child already has identified needs when starting Nursery, how will Springboard Nursery support them?**

- We will invite you to visit and meet the SENDCo's to discuss your child's need and look around the Nursery and arrange a home visit.
- If other professionals are involved, we will organise a Planning meeting before your child's start date, in order to carefully plan and make any reasonable adjustments required to enable full curriculum engagement. Other professionals may include Portage, Early Support and Health Visitors.
- If a medical procedure is required, training for practitioners would be undertaken prior to admission in liaison from health services in order to ensure the child's health, safety and wellbeing.

**3. How can I let Nursery know I am concerned about my child's progress?**

- For day-to-day concerns there is the opportunity to speak to your child's Keyworker at registration group time and collection.
- We understand that your child's needs are of great importance and if you are concerned, we would like to speak to you at the earliest opportunity
- Arrange to speak to the SENDCo's.

**4. How can Springboard Nursery let me know if they have concerns about my child's learning at Nursery?**

- Our aim is to work with you to best support your child's development.
- When beginning the Nursery the Key-workers make lots of observations about your child's learning and development, which form part of their Learning Journey.
- It is important that any needs are speedily identified, discussed with parents and carers, and the graduated approach begun which may include referrals to outside agencies, in order to best match needs to effective support.
- We will talk with you at the earliest opportunity.

**5. How is extra support allocated to children, and how do they progress in their learning at Springboard Nursery?**

- The SENDCo works closely with all practitioners to create a Provision Map. This plans work with in Main session and Intervention periods to enable children with an identified level of need to effectively access and engage with the EYFS curriculum in the Main Room.
- Practitioner observations, parental concerns and analysis of the assessment data provide strong information about your child's level of development, and the actions to take to move them forward in their learning.

**6. Who are the other people providing services to children with SEND at Springboard Nursery? (These services vary and are dependent upon the needs of each age phase)**

- Directly funded by the Nursery
- Early Years Assistants deployed as appropriate (also funded by DAF and Inclusion Fund/EHCP when appropriate)
- SENDCo
- Educational Psychology Service
- SALT
- LA Funded Services
- Autism Outreach Team (including specialist SALT)
- Language and Learning Team

Accessed by the Nursery: -

- Speech and Language Therapy (direct referral)
- Physiotherapy (allocated by Health for an identified need)
- Health Visitors (allocated by Health)
- CAMHS/CYPS
- Paediatrics (allocated by Health)
- OT (allocated by Health)
- Paediatrician

**7. How are the teachers and practitioners at Springboard Nursery helped to work with children with SEND and what training do they have?**

- The SENDCo will work closely with all practitioners in identification, intervention, planning and provision of alerts and guidance for supporting all children through the on-going assessment process.
- Springboard Nursery plans and provides training to develop teaching and learning of all children including those with SEND. This includes whole school training relating to SEND issues.
- Additionally, Practitioners attend training delivered by outside agencies that are relevant to supporting the specific needs of children within the cohort, e.g communication and interaction.

### 8. How will the teaching be adapted for my child with SEND?

- The age phase practitioners observe all the children to assess their particular stage of development. The curriculum is planned with different levels of activity to meet the needs of all the children. On top of that, additional or more targeted activities are delivered to increase children's abilities and to support their learning.
- Training will enable teaching and learning to continuously improve in supporting the needs of your child.
- Specific resources and strategies will be delivered in small groups.
- All the practitioners at Springboard Nursery use observations of your child's development in order to adjust their main session and directed teaching, and any curriculum or resource adjustments to best support your child's learning needs through Springboard's "reflective" practice.

### 9. How will Springboard Nursery measure the progress of my child?

- All children at Springboard Nursery are observed and assessed through their Early Years Foundation Stage Developmental Record, their Learning Journey and when appropriate to their needs, their Support Plan and outside agency reports.
- We look closely at your child's entry point and make assessments of their progress and development throughout the year in the Prime and Specific Areas of Learning.
- We share your child's progress and development with you through their Online Learning Journey 'Tapestry', which every practitioner updates in their observations.
- If your child has a SEND, termly reviews take place through the SEND Support process. Where possible these are linked to outside agency reviews and updates to ensure your child has a co-ordinated approach to support their learning and development.
- If your child has an EHC Plan there will also be a formal Annual Review with information provided by everyone who is involved in your child's development.
- In September 2019 a document called 'The SEND Ranges' was introduced which accurately identifies the level of need.

### 10. How accessible is the Nursery environment?

- The building is on one level for flow of entry, exit and movement.
- Our age phase learning environments are well spaced for movement around the specific curriculum areas, and equipment is made accessible to all children through matching to their developmental stage.
- All staff are ECAT and ICAN trained. This training influences the learning environment to be fully communication friendly.

**11. How will my child be included in activities outside the setting?**

- At Springboard Nursery we use our trips and visits and visitors to support whole family learning together, and whenever possible encourage all parents and carers to attend.
- If your child has a SEND a practitioner is assigned to provide additional support.
- Risk Assessments are rigorously carried out to ensure that all children's health, safety and wellbeing are fully supported in order to effectively engage in learning.

**12. What if my child has medical needs?**

- We understand that there are many different levels of medical needs. At the highest level a detailed Medical Care Plan is drawn up in consultation with medical professionals and parents/carers. This is linked to any training the practitioner may need in order to support a particular need or procedure.
- Where necessary short term medication can be administered and should be discussed with Sandra Bolton who has had training in the administration of medication. Only prescribed medication can be given at Nursery and all parents receive information with details of Springboard's procedures, in order to keep everyone safe.
- Risk assessments are undertaken for particular needs.
- Paediatric First Aid training is undertaken by staff on a rolling programme of training.

**13. How will Springboard Nursery support my child in joining the Nursery or move to another school in the next stage of their development?**

- We understand that changes and transitions can be difficult for all young children and we strive to enable these changes to be as smooth as possible.

**When your child is entering Nursery: -**

- We talk with you and any previous Nursery about their needs in order to plan for any adjustments to help them feel happy and secure. This may also involve gathering or discussing their needs with other professionals. We will attend any 'exit' meeting organised by a previous setting.

**When your child is moving rooms within Springboard: -**

- Practitioners and children will visit the Main room to increase familiarity with the new adults and the space.
- Lots of discussions take place between all age phase practitioners to share information about your child's needs, strengths and interests.

**When your child is moving to another setting or school: -**

- A transition review is planned which fits with the SEND Support timing of reviews with you and the next school, and any involved professionals. The aim is to share information which enables your child to make a happy move into their next stage of learning.
- Additional visits are planned in liaison with the new school's SENDCo and a transition plan put in place.
- All records are passed on to the next school as soon as possible.

**14. What support does Springboard have for me as a parent of a child with a SEND?**

- At Springboard we aim to establish a close partnership with parents and carers beginning from your home visit.
- Your child's Key-worker is available every day to talk with you.
- The Online Learning Journey enables us all to share and participate in your child's learning.
- The SENDCo's are available to meet with you and discuss your child's needs informally and formally through the graduated response.
- We are able to talk with you about the benefits of referrals to supporting agencies such as Speech and Language Therapy or the Educational Psychologist who provide strong advice and guidance for both Nursery and home.
- We provide a strong programme of parent and carer activities within the 'Springboard's Family Learning Project'.