Springboard Sunderland Trust

Springboard Nursery

Special Educational Needs and Disabilities (SEND) – Information Report

Information Report 2026-2027

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Special Educational Needs and Disabilities (SEND) – Information Report	
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Date of First Issue:	November 2015
Next Review Date:	10/08/2027

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 (SEND) and are supported by Together for Children (TfC) 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

"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 him or her".

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.

Together for Children also produce an Early Years Inclusion Toolkit which we use to guide our supporting actions.

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

This report complies with the following legislation:

Section 69(2) of the Children and Families Act 2014 including:

- The arrangements for the admission of disabled pupils
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities you provide to help disabled pupils to access the school

Information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
Section 6 of the Special educational needs and disability code of practice: 0 to 25 years

Springboard Nursery offers places for children from 9 months to 4 plus years and provides education and care which is organised within two rooms: The Snug for children 9 months -24 months and the Main Room for children from 2 to 4 years plus.

Our objectives are:

- To ensure that all pupils have an equal opportunity to engage in all areas of the curriculum.
- To provide a curriculum that is accessible to the individual needs of our pupils.
- To work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- To make every effort to involve the child in decision making about their special educational provision.
- To actively support the establishment and maintenance of close links with all agencies working with the child.

How we identify SEND:

We have a Special Educational Needs and Disability Policy which is updated annually. This can be found on our website.

This policy states that typically, we can identify SEND through the following:

- A family might tell us about a special educational need when they register their child.
- Staff might become aware of a special educational need as part of our home visits.
- Health Visitors, Portage or other professionals working with the family might tell us about a special educational need.
- Staff might have a concern after a child has settled into nursery with us.
- A child may already have a diagnosis from a medical professional.

Our Assess, Plan, Do, Review strategy:

Assess

Assessment information is gathered regularly and is used to monitor impact of provision and interventions. Assessments enable us to ensure support is matched to need.

Plan

Staff, parents and external agencies work together to plan outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Do

The child's key person remains responsible for working with the child daily. With support from the SENDCO (Special educational and disabilities co-ordinator), they oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENDCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support is evaluated by the key person and the SENDCO working with the child's parents and taking into account the child's views where age appropriate. Reviewing the effectiveness of interventions in enabling children to make progress is part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support.

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. We support all practitioners to make accurate observations of their key children to develop a clear picture of their needs. We also encourage staff to work within their teams to ensure that full access and engagement with the curriculum is achieved.

- The Nursery Manager, Jane Waggott is the SENDCo (Special Educational Needs and Disabilities Co-ordinators) for the Nursery. Jane works 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. Jane works very closely with practitioners in liaison with all outside support services to plan intervention activities, which effectively support children's learning.
- The SENDco Jane 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.
- Jane and your child's keyworker can talk to you about your child's developmental needs.
- Our Medication Managers are Jane and Paige, they can support you with any medical issues your child may have.

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 Keyworker will get to know you from our initial meeting onwards. A great emphasis is given to the emotional health and wellbeing of all the children, and this is reflected in our safeguarding procedures. 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 Keyworker 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 Keyworker 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 appropriate external agencies such as: Speech and Language Therapy Service (SALT), for screening, advice and guidance at the earliest opportunity. This support is called Quality First Teaching (QFT) which simply means we are taking additional action to support your child.
- Depending on the length and level of support your child may need we may need to draw up a Support Plan. This helps us to identify what your child needs to help them learn and develop. Clear targets are implemented and reviewed at set times.
- 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 and form part of the ASSESS, PLAN, DO, REIEW Cycle.
- 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; Autism Outreach Team or the Educational Psychology Service. 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 through the following stages.
- We cannot guarantee an EHCP and will only apply for these plans where appropriate. Not all children identified with a SEND need require an EHCP. Parents and other agencies can apply for an EHCP if they want to. We do not guarantee EHCPs for school leavers. The process is complex and lengthy so cannot always be completed in the time the child is with us.

- **What happens? - Single Plan Process**

Stage 1 Referral for the LA/TfC to carry out a statutory assessment of your child's needs via the SEND Portal	Weeks	Total
Referral - request for parents and/or young person's views to be received within 15 days.	2	2
SEN Panel - held 7 days after parents and/or young person's views received	1	3
Independent supporter to visit parents and/or young person within 7 days of SEN Panel	1	4

If following the referral, the LA panel do not think your child's needs seem complex enough to move to the assessment stage, they will ask the school to continue with the current level of support.

Stage 2 Assessment (8 weeks)	Weeks	Total
The SEND Unit Case Worker will draw all information together to inform the Draft Plan	2	6
Formal advice period (6 weeks)	6	12
Stage 3 Writing the Plan (4 weeks)		

Person centred, facilitated Support Planning meeting • Plan Co-ordinator brings starter information from Advice • Draft Plan completed up to but not including annual cost and funding agency • Parents' view re Personal Budget noted	2	14
Draft Plan forwarded to Resource Panel for completion. Draft Plan issued to parents and/or young person and to the proposed placement (and Advice given?)	2	16
Stage 4 Finalising the Plan (4 weeks)		
Parents and/or young person and proposed placement have 2 weeks to consider and return Plan	2	18
2 weeks to resolve issues and issue final plan	2	20

1. 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. This will also give you the opportunity to look around the Nursery and arrange settling in sessions.
- 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.

2. 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 Drop off 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.
- You can also book an appointment to speak to the SENDCo at the Main Office.

3. 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 starting Nursery your child's Keyworker will 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.

4. 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 plots who our practitioners work with in the main session and intervention periods to enable children with an identified level of need to effectively access and engage with the curriculum. This is detailed in the child's individual Support Plan.
- 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 support and extend their learning.
- The nursery can apply for Early Years Inclusion Funding, which will provide the nursery with a small amount of funding to support your child. We require parent permission to apply for this.
- The nursery does not receive additional funding aside from Early Years Inclusion Funding to support children with SEND unless they have an EHCP. We therefore are unable to lower our ratios or provide one-to-one support unless this is in place.

5. 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 and supported by Early Years Inclusion Funding (EYIF) DAF and EHCP
  - Additional Early Years Practitioners in nursery – deployed as appropriate
  - SENDCo duties and training
  - Educational Psychology Service
- <u>LA Funded Services</u>
  - Autism Outreach Team (including specialist SALT)

- Language and Learning Team
- Parent Partnership Service

- Health Service Funded
  - 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

6. How are the 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.
- The SENDCo plots targeted activities onto the Provision Map and plans the Early Years Practitioners Timetables and small group time plans to provide the most accurate levels of support to enable full curriculum engagement. The curriculum is carefully planned with adaptive activities to ensure that the activities are matched appropriately to the developmental stage of the child. Targeted activities are planned and delivered through Support Plans.
- Springboard Nursery plans and provides training to develop teaching and learning of all children including those with SEND. This includes whole staff 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.

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

- Staff observe all the children to assess their stage of development. The curriculum is planned to develop key skills and knowledge. The activities are implemented through various approaches which are adapted to meet the needs of all children. On top of that, additional or more targeted activities are delivered as interventions 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 be best support your child's learning needs through springboard 'reflective' practice.

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

- All children at Springboard Nursery are observed and assessed through milestones assessments, Support Plan reviews 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 is on our SEND register, 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.
- We also use Sunderland Local Authorities 'SEND Ranges' which help to accurately identify your child's level of need.

9. 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.
- Some staff are ECAT and ICAN trained. This training influences the learning environment to be fully communication friendly.
- Some staff are trained in communication friendly spaces and Makaton which also influences the learning environment.

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

- At Springboard Nursery we use our trips/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.

- All families are encouraged to participate in our Family learning sessions, live library sessions and whole family events.

11.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 Jane Waggott and Gemma Dunn who has had training in the administration of medication. In many cases, it is possible for children's GP's to prescribe medication that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.(***Please refer to First Aid including Medication and Allergies Policy for guidance***) and all parents receive information with details of Springboard's procedures, in order to keep everyone safe.
- Some less invasive medication such as nappy cream can be accepted without prescription.
- Risk assessments are undertaken for particular needs – such as the use of oxygen, epi pens.
- Paediatric First Aid training is undertaken by staff on a rolling programme of training. Most of the staff have had training in 2024 / 2025 and the qualification is renewed every 3 years.

12.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.

13. 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 initial visit and registration.
- Your child's Keyworker is available every day to talk with you.
- The Online Learning Journey 'Tapestry' 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 Code of Practice (COP) 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'.
- If you have any concerns or complaints, please speak to us immediately. The nursery policy for complaints can be accessed via the nursery website.
- Referrals can now also be made to the Early Help Service through Together for Children.
- We also have close links to the 0-19 service and work with your Health Visitor to discuss needs and share support.