Springfield Nursery

Special Educational Needs and Disabilities (SEND) Information Report

September 2025

Headteacher	B Wycherley
Inclusion Manager	N Collins
Governor with responsibility for SEND	N Marshall
Contact details: **Address**	Springfield Infant School Sackville Road Worthing West Sussex BN14 8BQ
E-mail (Office)	office@springfieldschool.co.uk
Telephone	01903 219243
Local Offer Webpage Link	https://www.westsussex.gov.uk/local-offer
Age Range	3-7 years
Funding	West Sussex County Council

School Statement of Intent

Space to grow and wings to fly

At Springfield Nursery our aims are to create a safe, caring, stimulating and challenging environment in which the potential of every member of the school community is fully developed and each individual achieves success and satisfaction. Springfield is a fully inclusive school and ensures equality and opportunity.

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN is as follows: *'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or*

additional to that normally available to pupils of the same age.'

The SEND Policy and this Information Report is based on the statutory and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 schedule 10, which sets out the Accessibility Plan
- The Code of Practice (2014)

SEND Needs:

Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction.
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

(**Reference:** Special Educational Needs and Disability Code of Practice: 0-25 years July 2014)

The following table identifies the types of SEND and examples of the type of provision offered at Springfield Nursery:

Type of SEND for which provision is made at the school	Type of provision
Communication and Interaction Needs: E.g. • Diagnosis of Autism • Speech, Language and Communication delay and disorder. • Hearing impairment and deafness. • Visual impairment.	Speaking, Listening and Communication opportunities are developed across all areas of learning. Some children have 1:1, 1:2 or small group adult support. We use visual timetables to help children understand daily routines: We use Makaton signing for words through singing, symbols and photographs to support children who have communication needs. Adults support children in their interactions with peers by modelling and facilitating positive interactions. We use the Speech and Language Therapy and Specialist support services. We set individual targets together with parents and other professionals involved. We will make a One Page Profile for children to show their needs and strengths simply and ILP. We use specialized resources e.g. PECs, (Picture Exchange Symbols):
Cognition and Learning Needs: e.g. • Learning Difficulties	We make sure the teaching includes support and challenge for all abilities. Adults use modelling and scaffolding- adding a little more to the child's learning. Children have 1:1 or 1:2 support when part of the Enhanced Resource Funding arrangement. Small group work- mainstream and SEND children, to meet particular needs, e.g. behaviour support group. Key workers, parents and professionals set individual targets. One page profile shows strengths and needs simply. ILP put in place. Specialized resources e.g. visual timetable, symbols, signs Involvement of other agencies, e.g. Child Development Centre (CDC) for further assessments.

Social, emotional and mental health	Whole school RHE policy – Relationships and Health Education Adults have consistent expectations of behaviour and boundaries set in the Nursery. We use a positive behaviour management system, based on positive requests, praise and rewards. Bucket filling system. We consider the needs of each individual when responding to their needs. We offer 1:1 support, 1:2 support and small group learning. Setting of individual targets One page profile. ILP put in place.
Sensory and/or physical needs e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs • Sensory defensive/ preferences.	Staff are aware of and understand the implications of impairments. We use many ways of teaching to support these needs , including: play dough, painting, mark making and fine motor activities. (Making movements involved in writing skills, then on large paper.eg. up and down/round/across.) Physical Literacy. (Action songs and rhymes with focus on movement.) 1:1, 1:2 or group support Use of specialized resources e.g. walking frame, pencil grips. Accessible environment on one level Specialist support teacher service involvement Occupational and Physiotherapist involvement and programme. Setting of individual targets. One page profile. ILP put in place.

We hope the following Questions and Answers will help you understand how we support children with SEND at Springfield Nursery

1. How the school identifies and assesses children with special educational needs or disability.

- The Lead Practitioner identifies vulnerable children, including children with additional/SEND.
- We identify children with special educational needs or disability as those who have difficulties which are significantly greater than other children of the same age. These children are discussed with the Early Years Childcare Advisor (EYCA) termly. Through this meeting external agencies will be discussed and accessed.
- One Page Profiles (OPP) and Individual Learning Plans (ILP) are set up

to identify small step outcomes and monitor progress

- For a child needing an Education and Health Care Plan (EHCP) the child will need to be discussed at the SEND Under 5's. An EHCNA (Education Health Care Needs Assessment) may be decided following these discussions along with the support of external agencies and a meeting with the Early Years Childcare Advisor (EYCA) .The Lead Practitioner is responsible for the Setting Report paperwork for the EHCNA along with the school's Inclusion Manager.
- We agree with the principle that it is particularly important in the early years that there is no delay in making any necessary special educational provision.
- The School Inclusion Manager liaises with the Nursery Lead Practitioner and works closely with all the key workers to share initial concerns.
- We use a number of additional indicators of special educational needs:
- Whole school baseline tracking data is used as an early identification indicator (Tapestry, EYFS Outcomes)
- Initial parental concerns on entry or pre entry to nursery
- Information from previous pre-school settings
- Staff observations, tapestry
- Information from other services/professionals
- Analysis of data including best fit baseline judgements made in line with the Early Years Foundation Stage Framework - Development Matters, shortly after entry to nursery.
- Tracking individual children's progress over time
- We use a developmental recording system, which breaks down the statements from the Early Years Foundation Stage Guidance into more, smaller steps to show progress within each band. A member of the SEND team would be happy to show this to parents and carers.

The school has a graduated approach to SEND support following a cycle of 'Assess, Plan, Do, Review.'

- The school works very closely with a range of other agencies that also provide relevant assessment information, Occupational Therapists and Speech and Language Therapists. These services could be accessed prior to or through the SEND Under 5s/EHCNA process. The Lead Practitioner is responsible for referring to the Speech and Language Therapists (SALT) and the Healthy Child Programme (Health Visitors).

- After additional support and professionals have been consulted, a decision could be made that a more formal assessment is required through a One Page Profile or an Education Health Care Plan (EHCP). Parents will be fully involved in this process.

- The role of the Lead Practitioner alongside the Inclusion Manager is to support the staff in the identification of children with special educational needs or disability. In addition, the Lead Practitioner oversees the day-to-day implementation of the school's policies and practices, ensuring good liaison with parents and outside agencies.

From The Local Offer

2. *How we involve parents of children with special educational needs or disabilities in the education of their child.*

- Prior to their children starting nursery, parents have opportunities to discuss their child's needs on occasions such as an open morning, a visit to look around the school and planned visits to the nursery for the parent and child.

- All parents have the opportunity to come to school for a variety of occasions and events, for example settling in sessions, parents evenings and celebration of work.

- All children's parents are invited to school to share their child's learning and development progress with the Lead Practitioner once per term. Parents whose children have special educational needs or disabilities are

invited to review progress and plan new targets every term. Parents are invited to statutory review meetings, which include all professionals working with the child. The school operates an 'Open Door' policy so that parents can talk to staff on a daily basis and home/school communication diaries are used when necessary.

3. *The arrangements for consulting children with special educational needs or disabilities about, and involving them in, their education.*

- When starting nursery, parents are asked to complete an "All about me" form with their child, this reflects the voice of the parent and child, showing their interests, concerns and strengths.
- As part of the 'Next Steps' process we collect and record the views of the child at an age appropriate level which is shared with parents and carers at parents evenings.

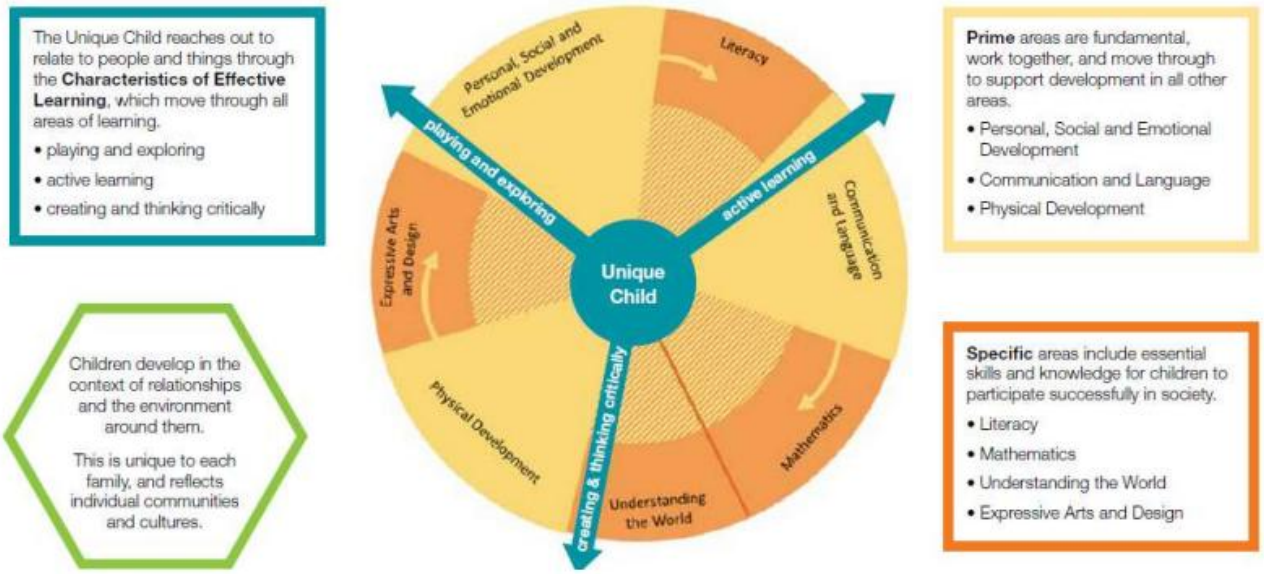
4. *How will our school prepare and support your child when joining our school and when transferring to a new school?*

- Open sessions and opportunities to look around the school with their parents.
- Prior to starting Nursery children have an opportunity for a play visit with their parents if requested.
- We have a staggered intake, which is determined by the child's needs.
- We have specific transition meetings which involve handing over information to staff from Infant or Primary schools.
- A member of staff visits the children on their first day at school to offer a familiar face and support if they are moving into the Springfield Reception classes.

5. *How will our school support your child and how will the teaching be adapted to meet their needs?*

We are committed to giving your child every opportunity to achieve. We do this by offering an exciting and varied curriculum that is differentiated by the teachers and key workers as appropriate to support the specific needs of your child.

- We are a fully inclusive school that takes action to ensure that your child can access all learning opportunities.
- We will make any necessary referrals for assessment and help as appropriate.
- We will discuss any concerns with parents on a regular basis.
- We may adapt resources or staffing to meet individual needs.
- We will set appropriate targets and review these with you termly or more frequently as required.



Model from the Local Offer

6. *What specialist services and expertise are available at or accessed by the school?*

- At Springfield Infant School and Nursery we have an Inclusion Manager and professional staff who access relevant training. There is a good range of experience and knowledge within the team and staff support each other with all children.
- At times, it may be necessary to consult with outside services to receive their more specialized expertise. These can be signposted by the West Sussex Early Childhood Services and local offer, this may include Speech and Language Therapy, Advisory Teachers, Health Professionals, Occupational Therapy and Early Help.
- The services of an Educational Psychologist can be accessed by a phone consultation.
- We will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.

7. *What training have the staff supporting children and young people with SEND had (or are having)?*

- Each year we review our provision, policy and access additional training and services appropriate to the needs of our intake of children.
- Our Inclusion Manager is a teacher and therefore holds Qualified Teacher Status, BA (Hons).
- The Inclusion Manager has achieved the National SENDCO award, this has brought up to date professional knowledge and skills to improve our provision.
- The majority of staff have received training in Autism, Sensory Processing and Behaviour management.

- We access training delivered by the Local Authority.

8. How do we know what progress your child is making and the effectiveness of the provision made for children with SEND?

Monitoring progress is an integral part of what we do at Springfield Infant School and Nursery. Staff observe children daily while working with them and record significant progress or needs. Provision can be modified as needed to ensure it is offering the correct balance of support and challenge. Staff use information gathered from discussion with parents (informally and at termly meetings relating to individual education plans) and from their observations of children to make judgements about their level of development, next steps, further challenge or support needed by each child.
Children with EHC plans have an annual review with parents and professionals to assess progress and future needs.
Through the data collected by the whole school we are able to look at the progress made by all, including our SEND children and make judgements about the rate of progress. This is monitored by staff, the Headteacher and Governor Reviews of targets indicate the progress being made and further targets needed, these are discussed as is appropriate with parents and professionals.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made by the school.

- We understand that sometimes parents may wish to discuss a concern, our staff are willing and able to listen and resolve issues. They would ask the parent to speak to their child's keyworker and if still unresolved then an appointment would be made to speak to the Inclusion Manager / Headteacher. As the school has a named governor responsible for over-seeing the SEND provision, a parent could put their complaint in writing to her. This will then be considered with the Chair of Governors who may convene a sub group meeting or it may be discussed at the next Governors' meeting.
- The SEND code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.
- However, if a problem cannot be resolved, a complaint can be made, please refer to the school's complaints policy, a copy of which is available in school.

10. How will my child be included in activities outside the classroom including school visits?

- We are committed to ensuring that all children access the breadth of activities available in school and beyond.
- Parents and carers are often invited to join in if they can.
- Consent is requested from parents when visits are made off the school site.

- A full risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.
- The involvement of additional adults may be necessary.
- It may be necessary to take mobility aids.
- The venues are carefully chosen to ensure that all children can access the visit and benefit from it.

11. How accessible is our school both indoors and outdoors for children with special educational needs and disabilities?

- Our school building is on one level and therefore fully accessible.
- We have child's and adult's disabled toilets. We have a sensory room which can be used on a 1:1 basis or with small groups, as well as by other professionals working with children with SEND.
- The outside areas around the school are secure.
- Visual timetables and picture symbols are available throughout the nursery to aid communication and understanding. For example snack area.

12. How will our school support your child's overall wellbeing?

- The wellbeing of your child is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Springfield to provide a happy, safe and caring environment.
- The emotional wellbeing of your child is extremely important to us and our staff will provide support to both you and your child.
- Additional support is offered to children with identified emotional and social development needs. This can include working in small groups in our Nurture room working on turn-taking, confidence building and raising self-esteem.

SEND children with medical needs:

- If a child has a particular medical need then a detailed Health Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child.
- Staff receive EpiPen and asthma training delivered as required.
- Where necessary and in agreement with parents / carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All Nursery staff have paediatric first aid training.

13. How are the school's resources allocated and matched to children's special educational needs and disabilities?

- SEND Springfield Infant and Nursery School is currently funded by the local authority.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with keyworkers, Inclusion Manager and Lead Professional. Decisions are based upon termly tracking of children's progress and / or a result of assessments by outside services.
- During their school life, if further concerns are identified due to the child's wellbeing or lack of progress, then other interventions may be arranged.

15. Local Authority Local Offer

The local offer is available through https://www.westsussex.gov.uk/local-offer

16. Who can I contact for further information?

Headteacher: B Wycherley
Inclusion Manager: N Collins
Nursery Lead Practitioner: S Back

Telephone – 01903 219243

Complaints

Parents/carers are encouraged to discuss concerns, worries or problems as soon as they arise. We aim to deal with complaints, worries or problems as soon as they arise and deal with them quickly and efficiently, and to find an early resolution to any concerns that are expressed. In the first instance concerns should be shared with the Nursery Team; if the concern persists the parent/carer will need to see the Inclusion Manager. In the unlikely event that the concern is not resolved an appointment should be made with the Headteacher. In some situations the matter may be referred to the Governing Body for further consideration. There is a formal complaints procedure detailed in the school prospectus should the concern not be resolved.

Links with other policies and documents

This policy links to our policies on:

- SEND Policy
- Local Offer
- Safeguarding and Child Protection
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints Procedure
- Early Help
- Continuum of need
- West Sussex Ordinarily Available Inclusive Practice (OAIP)

  http://schools.local-offer.org/wp-content/uploads/2020/12/WSX-OAIP-Nov-2021.pdf
- West Sussex Inclusion Framework

  http://schools.local-offer.org/wp-content/uploads/2021/08/WSX-Inclusion-Framework-Sept-2021.pdf

  - Supporting Quality Improvement Early Years

  https://www.westsussex.gov.uk/media/2636/qi_criteria.pdf

  - Tools for schools

https://schools.local-offer.org/

  - West Sussex Speech and Language Assessment Tool

Glossary

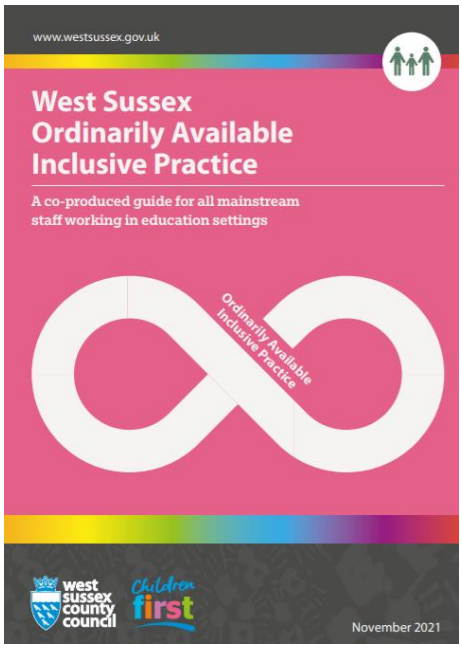
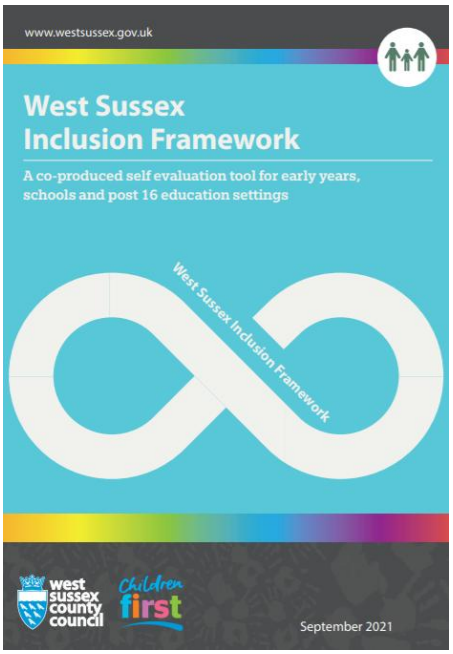
SEND – Special Educational Needs and/or Disability

LEA – Local Education Authority

SEAL – Social and Emotional Aspects of Learning

ILP – Individual Learning Plan

LSA – Learning Support Assistant

TA – Teaching Assistant

EHCP – Education, Health and Care Plan