# The Orchard Nursery

**SEND Information Report**

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**1. Commitment to Inclusion**

At The Orchard Nursery, we are committed to the equal inclusion of all pupils in all areas of nursery life.
We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our nursery provides a broad and balanced curriculum for all children. We believe all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

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**2. Principles**

SEND Code of Practice

The **SEND Code of Practice** describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- Taking into account the views of children, young people, and their families
- Enabling children, young people, and their parents to participate in decision-making
- Collaborating with partners in education, health, and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

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**3. What Are Special Educational Needs (SEN)?**

The term *special educational needs* has a legal definition:
Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to others.

Children with SEN may need extra help because of needs in one or more of the following areas:

- Thinking and understanding

- Physical or sensory difficulties
- Emotional and social difficulties
- Speech and language
- Relating to and behaving with others

Many children will have SEN at some point during their education. Most can overcome barriers quickly with the right help, but a few may require support for longer periods.

**SEN may include difficulties with:**

- All nursery activities
- Understanding information
- Expressing themselves or understanding others
- Making friends or relating to adults
- Behaviour in nursery
- Organisation skills
- Sensory or physical needs

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**4. The Special Educational Needs Coordinator (SENDCO)**

- **SENDCO:** Jo Martin

**Role & Responsibilities:**

- Day-to-day responsibility for the operation of SEN policy
- Coordinating specific provision for individual pupils with SEN, including those with EHC plans
- Working closely with staff, parents/carers, and other agencies
- Providing professional guidance to colleagues to ensure high quality teaching for children with SEN
- Supporting families to ensure pupils with SEND receive appropriate provision
- Determining strategic development of SEN policy and provision

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**5. Support for SEND**

We prioritise **early identification** of special educational needs so we can help children as quickly as possible.

**Our Approach**

- Recognising different learning rates and styles
- Adapting routines, environment, activities, and materials to meet needs

- Considering multiple teaching approaches before deciding on the best one for each child
- Avoiding assumptions — slower progress does not automatically mean a child has SEN

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**6. The Graduated Approach**

This step-by-step method recognises children learn in different ways and may have different levels of need. Specialist expertise may be introduced as needed.

**Possible adaptations may include:**

- Different teaching methods
- Extra adult support (1:1 or small group)
- Use of specialist equipment (visual prompts, sensory aids, iPads)

Help may be short-term or ongoing throughout a child's education.

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**7. Strategies Used in the Setting**

- **PEIC-D** – Early interaction skills (imitation, turn-taking, interaction)
- **PECS** – Communication system for learners with varied challenges
- **Makaton** – Symbols, signs, and speech for communication
- **Attention Autism** – Visual, motivating activities to develop spontaneous communication
- **Curiosity Programme** – Stage before Attention Autism

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**8. Parental Involvement**

If you have concerns:

1. Speak to the SENDCO, Manager, or Key Worker immediately.
2. Discuss concerns and next steps with the team.
3. Work closely with staff — collaboration is key to success.

Parents will be:

- Fully informed about planned support and interventions
- Involved in reviews of support
- Provided with clear information about progress and next steps

**Independent Advice:**

**Family Information Directory** & **SEND Local Offer** Family Information Directory and SEND Local Offer

- **Dingley's Promise** – Support for families with children aged 0–5 with SEND or developmental delay - Please see the link HERE.

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**9. Identifying and Assessing SEN**

We use **ongoing assessment** as part of daily practice:

- Observations to identify achievement, interests, and learning styles
- Parent/carer observations included
- Nursery Goals (aligned with *Development Matters*) to track milestones

**Assessment Stages:**

- **Starting Points Review** – shared when a child begins
- **Two-Year-Old Check** – between ages 2–3
- **Termly Assessment** – progress review and planning adjustments
- **End-of-Year Summer Review** – development overview and next steps

**Individual Education Plans (IEPs)** are created for children below expected levels.

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**10. Types of SEN We Support**

Four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

**Examples of Support:**

- Wellcomm assessments for language gaps
- Speech and Language Therapist input
- ELKLAN-trained staff support
- SEN funding for additional staffing (Tiers 1–3)

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**11. Adapting the Curriculum & Environment**

**Accessibility:**

- Single-storey site with wide entrances and disabled facilities

**Available Resources:**

- Trained staff
- Sensory resources

- Large bubble lamp
- Speech & language/sensory room (*Blossom Room*)
- Chewellery, weighted blankets, fidget toys
- Visual clues/Now & Next boards

The nursery will purchase other equipment if needed.

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**12. Inclusion in All Activities**

All children are included in every activity.
Adaptations may include:

- Visual aids
- Adult guidance
- Sensory input
- Adjusting activity duration

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**13. Staff Expertise & Training**

**All staff:**

- Paediatric First Aid
- Safeguarding Level 2
- Makaton Signing
- Wellcomm assessment training

**Some staff:**

- Elklan Communication Support
- SEN, Autism, mental health, sign language, self-regulation, speech & language, Down Syndrome support, SENCO role training

**SENDCO:**

- SENCO Level 4
- Autism, behaviour, special needs, Makaton, PEIC-D, PECS, Wellcomm
- Trauma-Informed Practise – Level 5 – Distinction

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**14. Involving Specialists**

If progress is limited despite interventions:

- Specialists may be brought in (speech & language, hearing/vision specialists, occupational/physio therapists, LA SENDCO, health visitors)
- Involvement recorded and shared with parents

**Local Authority SENCO:**

- Uses *Schedule of Growing Skills* assessment (SOGS) to determine funding level
- Funding used for additional staff, training, or Blossom Room support

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**15. Education, Health and Care Needs Assessment (EHCNA)**

If SEN support has not led to expected progress, the nursery or parents may request an **EHC needs assessment**.
Evidence of all actions taken will be provided to the local authority.

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**16. Complaints**

If parents have a complaint:

1. Speak to the **Manager** – Emma Middleton
2. If unresolved, contact the **Chair of Committee** – Angie Prieur (angelaeprieur@gmail.com)
3. If still unresolved, contact the **Local Authority**

**Nursery Contact Details:**
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