Special Educational Needs



Information Report

How we support children with
Special Educational Needs and Disabilities

At St Giles Nursery School, we recognise that every child is different and we embrace the fact that all of their learning journeys are unique!

This is reflected in our provision, for pupils with special educational needs or disabilities.

The four broad identified areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs

Every Child is Unique

Our SEND figures for 2024-25

By the summer of 2026, we had a total of 120 children across the Nursery.

Of those children, 31 (26%)were on our SEND provision map and in receipt of additonal higher needs funding, and a further 19 on closer progress monitoring (totalling 42%),
which meant they required additional or different support to access our curriculum.

Our main areas of need are: communication, social and emotional support and moderate learning difficulties

Every Child is Unique

What should I do if I think my child has Special Educational Needs?

Share your thoughts or worries.

We are here to listen and support you in any way we can.

Talk to:

- Your child's key person,
- Our Inclusion Leader: Emma Bostock,
- Our Head Teacher: Amy Stancer.
- Over the telephone or in person, we will talk through your concerns , offer guidance and help you to seek appropriate support if needed .
- You may also want to speak to other professionals such as your GP, Family hub team (Speech Therapy & SEND Effectiveness Advisor) or your Health Visitor

How does the nursery know if a child needs extra help?

We have a professional, confident team of educators.

- Observations of children happen all the time and we use observations to assess progress and attainment towards targets and/or the EYFS.
- Key people meet to talk about children's learning regularly and will follow key prompts from our Nursery Pathway to review strategies for helping children progress as we review the child's needs.
- If a child is learning and developing at a level significantly below their expected stage or is not showing progress in particular areas we may use more focussed tools such as ECAT, Wellcomm, DFE Assessment Tool, First Move, First Call.
- We often review these tools alongside families as we know children show different abilities in different situations.
- We will always talk with our families before drawing any conclusions on whether their child needs specific additional support in Nursery.

How will both school and I know how my child is doing?

We will have an early discussion with families and regular meetings and catch-ups after that.

These conversations will ensure that :

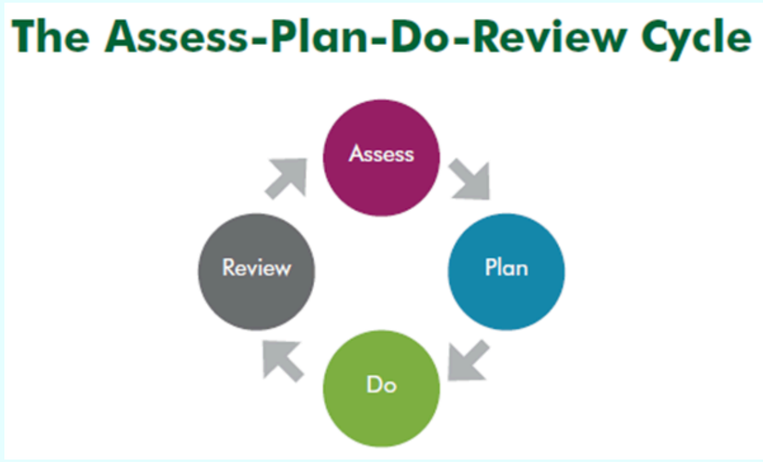
- Everyone develops a good understanding of the child's strengths & difficulties – any barriers or challenges that may make it harder for them to learn.
- We take in to account family aspirations, concerns & any recommendations by professionals
- Everyone is clear on the agreed outcomes for the child
- Families are also invited to chat to key people as they need, on a daily basis as they drop off & collect their child – we promote an open door policy.
- Observations are shared on Tapestry .
- Families are strongly encouraged to share their views of the child on Tapestry too.
- Nursery will continue to observe your child and assess their progress towards individual targets.
- Nursery will use researched strategies to help your child achieve their targets, we will share these with you and support you if you would like to use them.

How will the curriculum be matched to my child's needs?

Your child will be able to access all areas of our curriculum

We follow the 'Graduated Approach'– a cycle of assessing, planning & reviewing

- If your child is identified as having SEND or any other learning challenges, we will provide support that is 'additional to or different from' our regular adapted provision
- Your child will have their own targets and may work with a member of staff in a more individualised way to meet their need. This work could involve extra support in the environment, 1:1 or small group work in our quiet room.
- Depending on need, some children may remain in our quieter phases to ensure their safety and wellbeing needs are met.
- Where external agencies are involved, we work closely together with them and your family. To ensure your family needs are being supported, as well as your child's needs.
- Ongoing observations guide us throughout.
- Whatever stage of their learning and development they are in, support will be given at the pace & level of need to help them progress to the next step.



Every Child is Unique

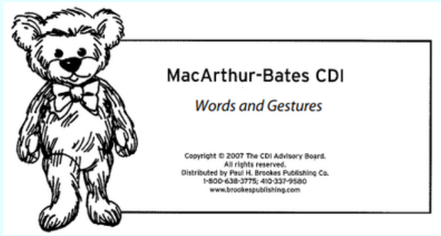
Some of the strategies we use;





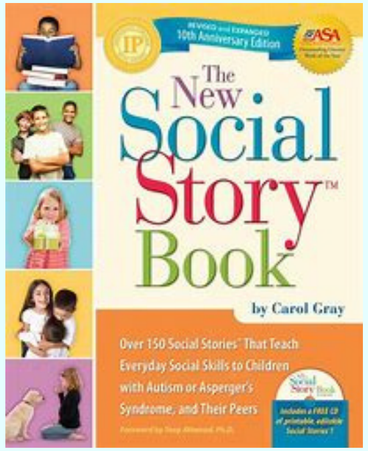




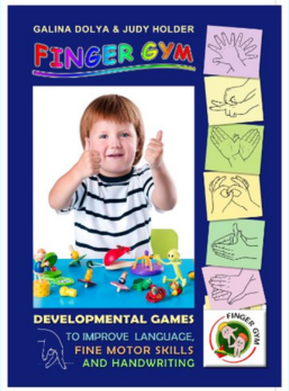


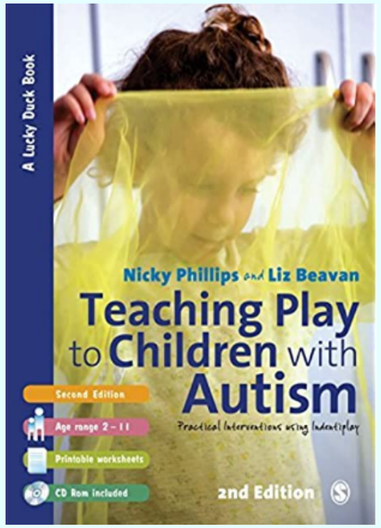












How are the Nursery resources allocated and matched to the child's needs?

We have a team of SEND practitioners who work closely with our children with SEND and their families

We also offer training to all of the practitioners and provide opportunities to share good practice.

The team are trained to support a number of individual needs and Emma & Amy, our qualified teachers support staff to adapt planning and objectives in light of observations. Emma has allocated time outside of the classroom to complete this work.

We work very closely with the Early Years Specialist Team and are advised by the Speech and Therapy team and other external professinals who provide individualised objectives and guidance for individual children.

Each year, most of our SEND pupils receive Higher Needs Funding which enables us to provide enhanced staff and resources. We are fortunate that we have a separate 'quiet room', 'movement room' and spaces where we can take children for small group work and one to one tasks, away from the hustle and bustle of the main nursery rooms.

How does the school judge if the support has had an impact?

Children's progress will be assessed against targets and/or age related expectations three times during the year.

Assessments which are broken down into smaller stages (speech and language assessments and Tapestry assessments) may be used for these children to assess their progress more appropriately.

Some children with SEND will have an Individual learning Plan around their targets.
These are reviewed termly as part of our cycle and new targets are considered. However, all of the staff reflect daily on children's progress– so we don't wait until a termly review to move children forward if targets have been met.

We complete focus child reports and further Tapestry observations on our pupils to track progress and engagement.
The Headteacher, Amy, reports on the progress of our pupils with SEND and Quality Assurance for SEND six times a year to our Governing body.

How will my child be included in ALL of the learning opportunities

All children have access to the range of activities in nursery. All children mix with one another during the nursery session, choosing their own friendship groups and activities.

Children identified as having SEND may engage in small group work with an Early Years Practitioner in which those children without SEND maybe included in the group to encourage social skills or cognitive development.

During special 'events' such as trips out or visitors coming into the setting, we will work with families to ensure as much participation as possible– by asking a family member to join us for example. However, the child's well being is of ultimate importance to us and we may decide together that some events could over whelm a child and offer an alternative.

Safeguarding procedures are in place to ensure the safety of all children.

Those children with additional needs are supported to develop alternative means of communication such as pictures or sign to express their emotions.

All children are treated respectfully and inclusively.

Our school Accessibility plan can be found on our website. We are a one storey building with appropriate access to all areas.

What training & expertise do the staff have?

- Amy Stancer has MA (Early Years Education) and NASENDco
- Emma Bostock is A qualified teacher with NPQ Senior Leadership & NPQ SEN, & level 3 SENDCo
- Clare Fraser Level 3 SENDCo qualified
- All key people are Level 3 Early years trained
- Most of the staff supporting children with additional needs have 6-10 years+ experience and specific SEND training.
- Majority of staff are trained in Communication and Language strategies.
- Specialist staff are trained in Makaton, Autism strategies, Gestalts Language Processing ELKLAN, Wellcomm, Sensory Circuits, Intensive Interaction etc
- We have regular meetings for the team supporting children with additional needs and include additional needs within Phase Meetings.

How accessible is the school both indoors & outdoors?

The building is on one level with doors of appropriate width for wheelchairs

The school has a disabled toilet for adults, child sized toilets for the pupils, including one with a support rail.

Where specialist equipment is needed, the nursery will liaise with parents and outside agencies to secure this and may access specific funding.

All children are actively encouraged to use the outdoor provision which is fully accessible and visually risk assessed each day.

What specialist provision is offered both indoors & outdoors?

- Music and movement room to offer sensory and movement activities for children
- Orchard to provide quiet outdoor spaces for children to engage and focus with others
- Kindness Cabin to provide quieter focus experiences in a calm space
- Sensory Room to provide relaxation and sensory experiences
- Quiet Room to provide a quiet space to allow 1:1 learning
- Movement Corridor to engage children in learning on the move in small groups.





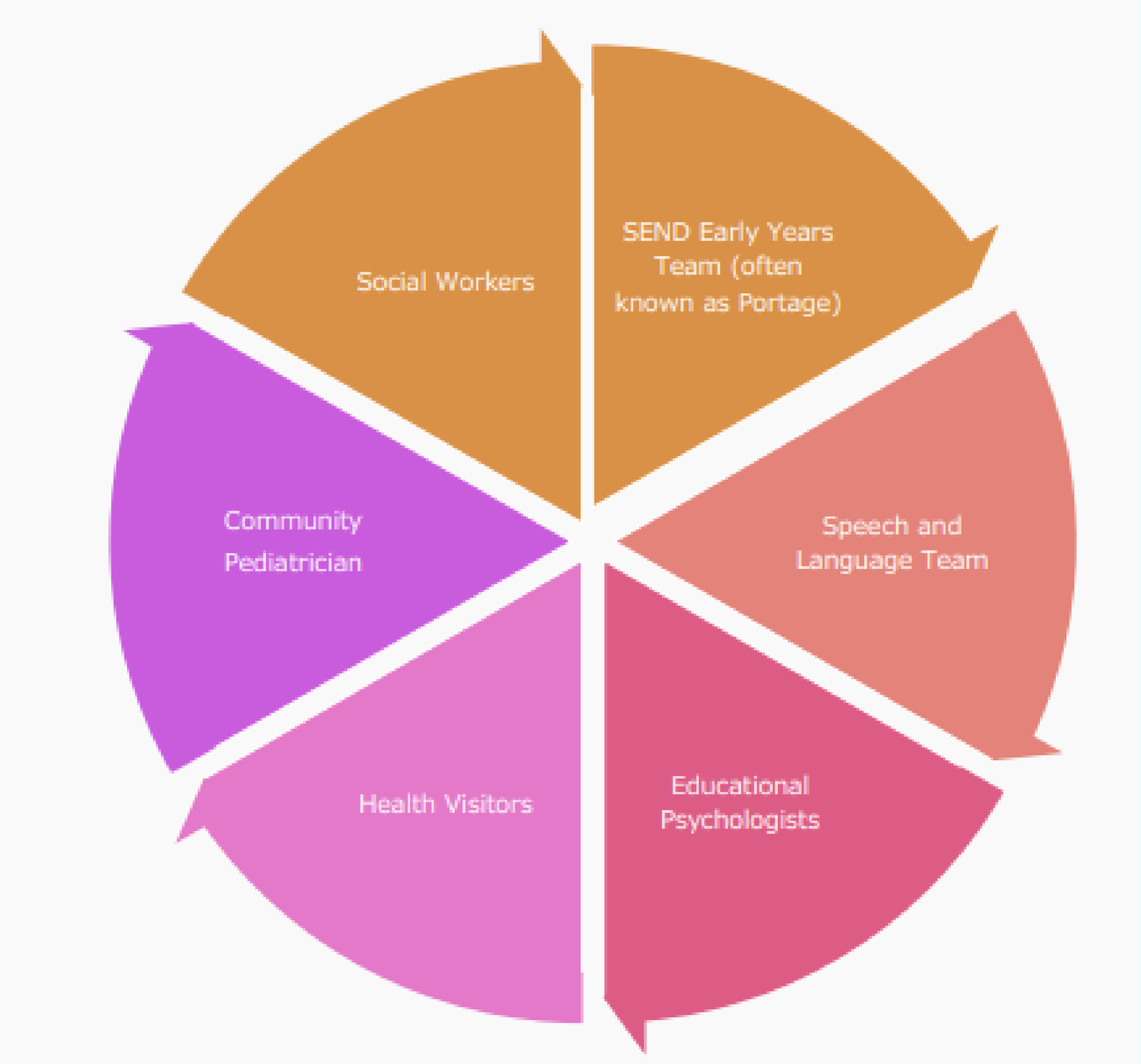








What specialist services do the school work with?



How will the school support my child when transferring schools or classes?

Prior to children starting nursery, key people and the inclusion leader may carry out home visits where parents can discuss any concerns

Parents may need to stay with their child for initial settling – in sessions and the length of time can be adjusted to suit

When it's time to move room or setting, staff talk with families about their transition and the support we will provide. Children make several visits to their new room and meet their new key people.

Reception teachers from primary schools visit in the summer term to meet the child and talk to key people.

Staff from St Giles Nursery will hold transition meetings with the new schools and share the SEND support plan for your child.

Family visits to the new setting are encouraged.

Who can I contact for further information or if I want to complain about SEND provision?

Families should always approach their key person with any complaint or for more information

If more help is needed, speak to

Emma Bostock (Inclusion Leader)

Amy Stancer (Head Teacher)

Stuart Cook (Inclusion & SEND Governor)

A copy of the school complaints policy is available on our school website or from the school office

The Local Offer

www.lincolnshire.gov.uk/homepage/131/send-local-offer

