

Special educational needs (SEN) information report

All Aboard Nursery



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AUDIENCE:	ALL STAKEHOLDERS
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APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES

Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our nursery.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the nursery provide for?

Our nursery provides for children with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
	Social Communication and Interaction difficulties
Cognition and learning	Moderate learning difficulties
	Severe learning difficulties

2. Which staff will support my child, and what training have they had?

All of our staff at All Aboard understand and support the special needs of our children, this work is overseen by our special educational needs co-ordinator.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Katie Bell, who brings commitment, skill, and a strong understanding of early years development to her role. Katie has three years of experience working as a SENCO and also serves as our Deputy Nursery Manager, contributing to both the strategic and day-to-day leadership of the nursery. She is a Level 3 qualified Nursery Practitioner and has continued to build on her expertise through a range of professional development opportunities. Katie has completed further training in speech and language development, Signalong, and a variety of specialist support strategies, all of which she actively implements within the nursery to ensure children with additional needs receive tailored, effective support.

Nursery Manager

In addition to our dedicated SENCO, our Nursery Manager, Jo-Ann Nicol-Cobb, is a Level 3 qualified early years practitioner and SENCO. She holds a Level 3 Certificate for Early Years SENCOs as well as a National Professional Qualification in Early Years Leadership. Jo-Ann brings over 15 years of experience in early years SEN, having worked as a SENCO in mainstream settings before joining All Aboard, where she continues to lead on SEN provision. She has also completed extensive additional training in speech and language development, autism, sensory needs, and Signalong, enabling her to provide highly specialised support for children with diverse learning needs.

Nursery Practitioners

We have a team of 8 Nursery Practitioners who are trained to deliver nursery SEN provision.

4 of our practitioners are Level 3 qualified, we have 3 unqualified practitioners and 1 undergoing a level 2 qualification.

All of our nursery practitioners undergo further training in supporting early communication skills, signalong, specific support strategies we use and any further professional development they need to support the emerging needs of our children.

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families. These include:

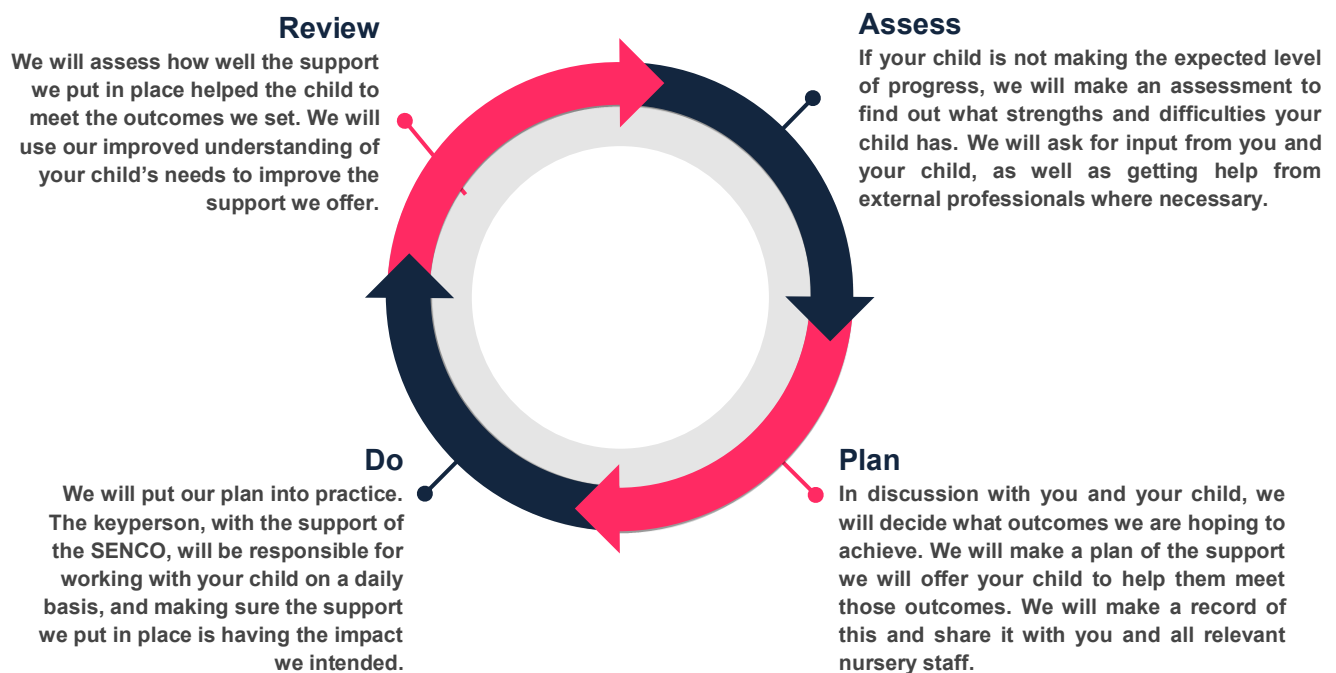
- Speech and language therapists

- Educational psychologists
- Occupational therapists
- Social services and other local authority (LA)-provided support services
- Early years quality and Inclusion team, including area SENCO's.

3. How will the nursery measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. If your child makes an no longer needs SEN support at All Aboard, we may refer you back to your mainstream setting for your child's full hours. For others, the cycle will continue and the nursery's targets, strategies and provisions will be revisited and refined.

4. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress within the Early Year's Foundation Stage.

Your child's keyperson or SENCO will meet you 6 times per year to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of nursery.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's keyperson during drop off or pick up.

5. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by:

- Using visual symbols to indicate likes and dislikes.
- Photos and observations of your child in nursery.

6. How will the nursery adapt its teaching for my child?

Your child's keyperson is responsible and accountable for the progress and development of all their keychildren.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum during their time at our nursery.

We will differentiate (or adapt) how we teach to suit the way the child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by simplifying activities, 1-to-1 work, or adapting the teaching style, etc.
- Differentiating our teaching, for example, giving longer processing times, using visual supports, adapting language.
- Adapting our resources and staffing
- Using recommended aids, visual timetables, communication boards, visual supports, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE CHILDREN

Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables 1:1 support, when needed.
	Speech and language difficulties	Speech and language therapy
Cognition and Learning	Moderate learning difficulties	Multi-Sensory learning approach.
	Severe learning difficulties	Differentiated curriculum. Specialist learning programmes.
Social, Emotional and Mental Health	Adverse childhood experiences and/or mental health issues	Support from external agencies. Small group nurture activities.
Sensory and/or physical	Hearing impairment	Hearing advisory teacher
	Visual impairment	Limiting room displays
	Physical impairment	Specialist equipment such as adapted seating.

These interventions are part of our contribution to Swindon Borough Council's local offer.

7. How will the nursery evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Attending team around the family (TAF) meetings with other professionals involved with your child at least every 6 weeks
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care plan (EHCP))

8. How will the nursery resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

9. How does the nursery make sure the admissions process is fair for children with SEN or a disability?

On receipt of a completed waiting list form, an assessment of suitability will be carried out to ensure your child meets the criteria for specialist support. This may include telephone conversations with yourself and professionals who know your child already, and visits to your child's mainstream setting as well as from you to our setting.

We hold a waiting list at nursery and admission to the nursery is taken from the date the waiting list form came in and when the child's birthday falls for funding purposes.

10. How does the nursery support children with disabilities?

The nurseries accessibility plan can be found on our website www.allaboardnursery.org.uk

11. How will the nursery support my child's mental health, and emotional and social development?

We provide support for children to progress in their emotional and social development in the following ways:

- SEMH development falls into the EYFS under personal, social and emotional development.
- Children are supported to learn about their own feelings and the feelings of others through play experiences.
- We support children's behaviours by trying to understand what the child's behaviour might be telling us, using star charts and behaviour support plans to support individual children.
- Individual support plan targets with a focus on supporting SEMH needs.

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

When we are aware of the primary school your child will transition to for their primary education, the nursery SENCO will make contact with the receiving Primary school SENCO. The primary school SENCO and reception class teacher will be invited in to meet your child in nursery, they will also be invited to any TAF meetings or annual EHCP reviews. A transition package will be put into place between nursery and the receiving primary school, which will include visits to the primary school. All information regarding your child will be shared with the school, so they have as much information about need and support strategies as possible before your child starts with them.

13. What support is in place for looked-after and previously looked-after children with SEN?

Jo-Ann Nicol-Cobb will work with Katie Bell, our SENCO, to make sure that all keypersons understand how a looked-after or previously looked-after child's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

14. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our nursery should be made to the child's keyperson in the first instance. They will then be referred to the nursery's complaints policy.

If you are not satisfied with the nursery's response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our nursery has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-nursery/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

15. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Swindon Borough council's local offer. Swindon Borough council publishes information about the local offer on their website:

[SEND Local Offer | Swindon Borough Council](#)

Our local special educational needs and disabilities information, advice and support (SIAS) services are:

www.swindonsias.org.uk

Local charities that offer information and support to families of children with SEN are:

swindonsendfamiliesvoice.org.uk

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. Glossary

- **Annual review** – an annual meeting to review the provision in a child's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a child with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **Differentiation** – when keypersons adapt how they teach in response to a child's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a nursery or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the nursery provides support in successive cycles of assessing the child's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the child
- **Intervention** – a short-term, targeted approach to teaching a child with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for children with SEN in the local area
- **Outcome** – target for improvement for children with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the nursery must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that nurseries must follow to support children with SEND
- **SEN information report** – a report that nurseries must publish on their website, that explains how the nursery supports children with SEN
- **SEN support** – special educational provision that meets the needs of children with SEN
- **Transition** – when a child moves between years, phases, nurseries or institutions or life stages

17. Monitoring arrangements

This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

18. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting children with medical conditions Policy
- Behaviour Policy
- Attendance Policy

This report is adopted by All Aboard Nursery of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed:



Nursery Manager

Signed:



Trust SEND Inclusion Lead

Date:

30th September 2026