



Special Educational Needs and Disabilities School Information Report

September 2026

Review date September 2027

Our Vision

At South Normanton Nursery school, we are committed to high quality Early Years provision and practice. We have a simple long-term goal which is for the children who have attended our setting to contribute to the community and further out into the world, throughout their lives in a positive and inspiring way. In order to achieve this goal, we have clear aims and values.

Our aims and values are:

- Through developing creative and enquiring minds, inspire and nurture children
- Helping children to develop a good self-image, self-motivation, independence and tolerance in line with values of Modern Britain
- Encourage children to develop calm and respectful relationships
- To embrace diversity and treat everyone equally ensuring individual needs are met
- Providing a safe, secure and stimulating environment where children can thrive
- To ensure that everyone has a voice which is heard and valued
- All children to reach their potential and aspire to be even better
- To work with and support our families with the common goal of the education and welfare of the child
- Develop an understanding of our responsibilities in working towards a better world
- To harness the joy of the natural environment

South Normanton Nursery School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully in nursery. We are committed to providing inclusive nursery education and in line with the United Nations Convention on the Rights of a Child, we embed a culture of aspiration for each child to achieve their potential in respect for each child's rights. We value diversity and seek to support each child, their family and carers in order for them to develop and progress – standing still is not an option. Every teacher is a teacher of every child including those with SEND.

What is Special Educational Needs and Disability (SEND)

SEND stands for Special Educational Needs and / or Disability

The Code of Practice 2024 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational needs or provision, that is different from or additional to that normally available to children or young people of the same age’

Some children may have special educational needs of some kind during their education. Nursery and other organisations can help to overcome the barriers their difficulties present quickly and easily. A few children will need extra support some or all of their time in nursery.

Who are the best people to talk to about my child's difficulties with learning / SEND?

It is the SENCO and nursery practitioners responsibility to:

- Check the progress of all children
- Identify, plan and deliver a differentiated early years provision for all children as is required
- Personalise teaching and learning
- Follow the SEND Policy

The following opportunities are available to parents and carers so that discussions can take place about your child's learning:

- Parent / carers consultations (once every 6 months)
- We operate an open-door policy and make ourselves available daily where possible. Sometimes it is best to make a mutually agreed appointment to discuss any issues or concerns.
- We hold 'stay and play sessions' for children and parents with SEND, who attend our Rainbow Room. This allows parents to work alongside practitioners and discuss how they are progressing in nursery.
- If your child has an Education Health Care Plan in place, we will arrange an annual review.

The SENCO at South Normanton Nursery School is Peter Hallsworth, who is also the Headteacher. Peter is:

- Involved in co-ordinating the support for children with special educational needs and disabilities, reviewing how they are doing, making referrals when needed and liaising with other agencies which may be involved with our children
- Providing specialist support for teachers and Early Years Educators in school, so that children make the best progress possible
- Updating all SEN records and ensuring that it remains confidential
- Developing and reviewing the schools SEND Information Report and the SEND Policy
- Ensuring that parents are supported and informed about their child's progress
- Ensuring parents are informed about the support their child is receiving

Peter is available on 01773 810876 or info@southnormanton.derbyshire.sch.uk. Please speak to Peter if you have any questions regarding Special Educational Needs or would like to speak about your child.

The SEND Governor is Michelle Reid.

The kind of SEND provided for in our school are...

Children have a special need if they have a learning difficulty or disability which calls for different or additional provision to be made. This will be if the child has:

- A significantly greater difficulty in learning than the majority of others; or
- A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age within the Local Authority.

The area of Special Educational Need will be identified as either:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs.

South Normanton Nursery School meets the needs of pupils with a range of needs, these may include:

- ASD
- Social, Emotional and Mental Health Needs
- Attachment Disorder
- Sensory and Physical Needs
- Attention Difficulties
- Communication Disorders

We recognise that some children may need support in more than one of these areas.

How are children with SEND identified at South Normanton Nursery?

Teachers and Early Years Educators make regular assessments of progress for all children. From this, we are able to identify children who are making less than expected progress given their age and individual circumstances. Other factors such as attendance, punctuality and health are also considered. Consideration is also given to children's other circumstances such as if they are in Care and / or eligible for Early Years Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged with the SENCO and parent / carers to consider all the information gathered and the views of any other agencies involved.

Parents will directly be informed by the SENCO and encouraged to ask any questions they may have about the provision made for their child.

- The child's areas of strengths and difficulties
- Any parent / carer concerns
- Plan any additional support your child may need
- Discuss with you any referrals to outside agencies that may be made

Where SEND is identified, we will endeavour to remove barriers to learning and put SEND support in place. The SEND support will take a four-part cycle – assess, plan, do and review. We aim to work with children and parents through this process.

If a parent is concerned about the progress of their child, then in the first instance they should contact their child's keyworker. If they are concerned over any unmet special educational needs after discussing this with the keyworker, then they should contact the SENCO Peter Hallsworth.

What are the different types of support available at South Normanton Nursery School?

We use a graduated approach to action and intervention. The teachers are responsible and accountable for the progress and development of all children at nursery. High quality teaching is the first step in responding to children who have or may have SEN.

Our nursery school supports a child centred approach where every child is valued. Children with SEND will have access to a broad and varied curriculum which, as needed, will be differentiated to match ALL children's individual needs. We are a communication friendly school and signs and symbols are embedded within our provision gaining the Makaton Friendly school award.

Teachers will use strategies suggested by the SENCO and other professionals. Targets identified by such agencies as Speech and Language, will be worked upon with individual children, either within the nursery provision, or withdrawn on a 1 to 1 basis.

The quality of teaching and learning is regularly reviewed to ensure that the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of all pupils, including those with SEND. This includes whole school training on SEND issues.

Adaptions to the curriculum or learning environment may include:

- Sitting at the front of a group / with an adult
- Differentiated resources
- Use of ICT
- Visual timetables
- Use of signs and symbols (Makaton)
- Use of Communication Boards.
- Personalised timetables
- Sensory breaks
- Interventions such as 'Attention Autism', 'Sensology' and 'Early Talk Boost'

Outside agencies we work with

South Normanton Nursery School has links with external support services in order to fully support children with SEN and aid school inclusion. These services include:

- Educational Psychology
- Health

- Speech and Language Therapy
- Teachers for the visual impaired
- Teachers for the hearing impaired
- Teachers for the physically impaired
- Physiotherapy, Occupational Therapy
- Early Years SEN Specialist Teachers
- Inclusion Support Advisory Teachers

Parents will be asked to give permission for their child to be referred to a specialist service e.g., Educational Psychologist. This will help the school, and parents, to understand the child's individual needs better.

Specialist professionals may work directly with parents, offering support and advice on strategies that can be used at home and in school.

How we measure progress

Children's progress is continually monitored by Peter Hallsworth (SENCO). Progressed is reviewed on a regular basis and formally termly. If a child is at SEND Support or has an EHCP, parents will receive regular updates from the teacher / keyworker and will have the opportunity to discuss progress further at parent meetings each term. The progress of children with an EHCP will also be reviewed formally at an annual review.

The SENCO will also monitor the progress that children are making through any intervention and / or support programme in place.

The SENCO will use a graduated approach, ensuring that previous decisions and actions are reviewed and refined to meet the needs of the child, ensuring that they make good progress.

Working in Partnership with Parents and Carers

We acknowledge the importance of the role of parents/carers and the contribution they make as the child's first educators and we ensure that the decision making regarding their child will be made together.

All staff are committed to working in close partnership with parents. Successful partnership will be promoted by keeping parents actively informed, involved, supported and empowered.

Parents can access information from the Local Offer. There is a SEND policy, admissions policy, behaviour policy, accessibility plan, anti-bullying policy and managing medical conditions, along with all other policies available to view on our website www.southnormantonnurseryschool.co.uk

We have implemented the 30 hours' childcare initiative from the Government and we continue to monitor this implementation very carefully in terms of what is in the best interest of the child alongside the working needs of the parents/carers. We can reassure parents that

the needs of the child will remain at the forefront of everything that we do and we will work together to ensure this.

The arrangements for consulting children and involving them in their education

Due to the age of children within the school, the first insight into a child before they start comes from their parents/carers. If a child is identified as having an additional need, the school SENCO will talk with parents in more depth, gaining a deeper understanding into their child in all areas based on strengths. This information, paired with school's observations and assessments (including well-being and involvement levels) gives a more detailed picture of the child. Alongside this, staff would consult with the child to gain their opinion on any aspects of the educational provision and any areas or aspects of the nursery that they like/dislike. This information can be gathered in many forms to ensure it is accessible to all children (for example: done visually/with pictures, done as a walk around the setting to prompt discussion).

From this information the SENCO will support the keyworker in writing an 'Inclusion Support Plan' which explains a child's interests, strengths, areas they may need support in and how adults can provide effective support. All this information can then contribute to any additional educational provision that is put in place.

Joining the school and moving on

At South Normanton Nursery School, carefully planned and timely transition for children with SEND is key. We work closely with local settings, schools and services to ensure that relevant information is shared and that the transition is smooth. Types of transition arranged depend on the need of the child and each step is personalised to suit the child and the family. We are passionate about our school being 'ready' for the child and so everything will be done to ensure that your child's start to education is a positive one.

What support is there for children's overall wellbeing?

Teachers / keyworkers continually assess the needs of all children, especially their wellbeing. Teachers use the Leuven Scale to assess snap shots of children's engagement and wellbeing. Children who are identified as needing additional support in developing their wellbeing are nurtured in the setting by all staff. Some children will also be given access to the school's sensory room.

Children also have access to Forest Schools, our Long Wavy Grass and a large outdoor area. We recognise that these opportunities develop children's emotional and physical wellbeing.

We are committed to ensuring that all children with additional needs are provided with the same experiences as those without. We work hard to ensure that every child is fully included and accepted for their individual qualities.

Support Services for Parents

The Independent Advisory Service: ias.service@derbyshire.gov.uk

Telephone number: 01629 533668

Useful links

South Normanton Nursery School

website: www.southnormantonnurseryschool.co.uk

On our website there are links to all the school's other policies, including accessibility, safeguarding, anti-bullying and behaviour which all link closely with this policy.

Derbyshire Local Offer:

www.derbyshire.gov.uk/SEND

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How accessible is our school for children with SEND?

South Normanton Nursery School has the following facilities to meet the needs of children with SEN.

Skilled practitioners to support children with special educational needs such as speech and language. All resources are accessible to all children within the nursery.

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheelchair access and the building is accessible from both sides. There is an electronic height adjustable changing bed within the disabled toilet.

All children have an equal opportunity to go on school visits. Extra support is given if required. Educational visits will only be planned to locations accessible to all.

South Normanton Nursery School has a fully inclusive environment, where every learner and all members of our school community are of equal importance to us. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Professional Development

During 2025/26, the nursery has ensured that all staff have received training specifically to the needs of the children within the setting. Staff have worked with outside agencies in looking at how we can improve provision for children who have additional needs. This has been through working with agencies directly and staff attending training. Staff have taken part in the following training; manual handling, Relational Schools, Enteral Feeding, Development Language Disorder, Affirming Language, Schemas, Understanding Language, Use of Communication Boards and Introduction to PDA.

All staff have developed their understanding of how to meet ASD children's needs and cater for their sensory needs.

Staff have also worked alongside a musician in looking at how music can engage SEND children in early communication.

This year we will cover:

Training	Staff	Date
Sharing of Good Practice	All staff	From September 2026
Regular staff updates regarding children with SEN.	All staff	Every half term
Supporting parents in meeting their child's needs	All staff	From September 2026
Developing communication through the use of Communication Boards	All staff	From September 2026
PEG Feeding and Manual Handling	All staff	September 2026
Anxiety Avoidance	All staff	October 2026
Gestalt Processing	All staff	December 2026

What if I want to complain?

Any complaint from a parent or carer is taken seriously and dealt with as quickly as possible towards a positive resolution. In the first instance please see the SENCO / Headteacher. Our school has a complaints policy which can be found on the school website.

SENCO / Headteacher	Peter Hallsworth	Both can be contacted through the school office 01773 810876 Or by email: info@southnormanton.derbyshire.sch.uk
SEND Governor	Michelle Reid	