



Little Hayes and Speedwell Nursery School

Annual Report to Governors January 2025

Our aims and approach to SEND at Little Hayes and Speedwell Nursery Schools Federation

Little Hayes and Speedwell Nursery Schools Federation is committed to providing high quality care and education to all children. We believe that all children, including those identified as having special education needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of school life.

SEND Profile for Little Hayes Nursery School

At present there are **108** children on roll, with **28** children registered as having additional needs and this makes up **25.92%** of the whole school population.

TYPE OF SUPPORT	NUMBER OF PUPILS		
Special educational needs (SEN) support	Monitoring SEN needs	SEN support plan	SEN support plan + funding
	12	4	10 (12 inc those with an EHC)
Education, health and care (EHC) plan	Finalised plan		Currently having a needs assessment
	2		6

This can be broken down into key areas of need, though it's crucial to recognise that other needs are equally important. For example, children with communication and interaction difficulties, like those with Autism, often also have cognition and learning needs. Addressing these learning challenges is essential for improving communication. Additionally, frustration from communication struggles can lead to emotional and behavioural issues, which may impact sensory needs. Children do not often fit into one category, so teaching strategies must consider these interconnected needs. Furthermore, children with SEND often face additional vulnerabilities such as safeguarding, pupil premium status, and attendance concerns.

PRIMARY AREA OF NEED	% OF SEN REGISTER	% OF SCHOOL POPULATION
Communication and interaction needs including Autism	75% (21 children)	19.44%
Communication and interaction needs with speech, language and communication need (SLCN) no Autism	14.29% (4 children)	3.70%
Cognition and learning needs	0 children	0%
Social, emotional and mental health (SEMH) needs	0 children	0%
Sensory and/or physical needs	10.71% (3 children)	2.77%
ASD - formal diagnosis	7.14% (2 children)	1.85%
ASD – on Autism Assessment pathway	35.7% (10 children) (7 more children need to be referred – 60.71% - 17 children)	9.26% (15.74%)

SEND Profile for Speedwell Nursery School

At present there are **95** children on roll, with **21** children registered as having additional needs and this makes up **22.11%** of the whole school population.

Type of support		Number of pupils	
Special educational needs (SEN) support	Monitoring SEN needs	SEN support plan	SEN support plan + funding
	5	5	11
Education, health and care (EHC) plan	Finalised plan		Currently having a needs assessment
	0		8

This can be broken down into the following areas of primary need:

Primary area of need	% of SEN register	% of school population
Communication and interaction needs including Autism	90.5% (19 children)	20%
Communication and interaction needs with speech, language and communication need (SLCN) no Autism	0%	0%
Cognition and learning needs	0 children	0%
Social, emotional and mental health (SEMH) needs	0 children	0%
Sensory and/or physical needs	9.5% (2 children)	2.1%

Primary area of need	% of SEN register	% of school population
ASD - formal diagnosis	14.3% (3 children)	3.15%
ASD – on Autism Assessment pathway	38.1% (8 children) (6 more children need to be referred – 66.7% - 14 children)	8.42% (14.7%)

Government statistics published in June 2024 state:

Over 1.6 million pupils in England have special educational needs (SEN)

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 4.8%, from 4.3% in 2023.
- The percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

This is reflected in what we see at Little Hayes and Speedwell Nursery School.

Little Hayes and Speedwell compared to the national statistics.

	LITTLE HAYES	SPEEDWELL	NATIONALLY
% of pupils with an EHC plan	1.85% (with finalised plan) 7.4% (inc those currently under assessment)	0% (with a finalised plan) 8.42% (inc those currently under assessment)	4.8%
% of pupils with SEN (SEN support) but no EHC plan	12.96%	16.8%	13.6%

Figures released recently show that in November 2024 Bristol City Council finalised just 3% of EHCPs within the lawful 20-week timescale. In Bristol the average time from request to issue a final EHC plan was 42.3 weeks.

Identifying Special Educational Needs

Children's needs may be categorised into four areas. These include:

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

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children.

The schools' system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing in line with age expectations and who may have additional needs.

The Federation gathers information from:

- Two year old progress check
- Little Hayes and Speedwell NS Federation assessment tool
- Wellcomm language Screening
- Differentiated learning outcomes for children with SEND (DEYO)
- Observations of behavioural, emotional and social development by key person
- An EHCP or support plan
- Assessments by a specialist service such as Health, Educational Psychology, Speech Therapist identifying additional needs
- Another setting which has identified or has provided for additional needs

Based on the schools' observations and assessment data and following a discussion between the key person, SENDCo and parent, the child may need additional specialist support to access their entitlement in early years learning. Where this is deemed necessary the SENDCO will liaise with the relevant local authority bodies to request additional funding and advice.

- **Every child is unique with a unique set of needs.** These are identified and differentiated learning opportunities are planned for throughout the child's

sessions at nursery. Next steps are identified by the key person to ensure their needs are met and progress made.

- **Differentiation** may involve modifying learning intentions, teaching styles, providing different materials/resources and access strategies. Under these circumstances, a child's needs are provided for within the whole group planning frameworks and sometimes supplemented with individual target setting.
- **Monitoring observations** of progress are carried out by the room led/ teacher/ key person and used to inform future planning. The child's progress is reviewed on a regular basis and a decision made about whether the provision and strategies in place are supporting progress towards the targets set at this level of intervention.
- **Where a period of differentiated curriculum support has not resulted in the child making progress** or where the nature of level of a child's needs are unlikely to be met by such an approach, the parent the class teacher, other professional involved with the child in conjunction with the SENDCO will agree what SEND support is required for the child.
- **If a potential special educational need is identified** four stages of action will be followed to put effective support in place- Assess, Plan, Do and Review. Little Hayes & Speedwell Nursery Schools Federation adopts this graduated approach, referred to as SEND support. This involves a cycle of assessment, planning and reviewing actions in increasing detail and with increasing frequency to identify the best way to support the child and secure good progress. The graduated approach will be led by the class teacher/ room led and SENDCO working with and supporting individual practitioners.
- The process can be summarised as below:

Step 1 Key person completes detailed observations of child

Step 1 Key person gathers detailed information from parents/carers

Step 2 Key person, in discussion with room led/ teacher ensures that curriculum is being differentiated

Step 2 Key person selects further strategies to support child informed by observation. Regular reviews with parents/carers.

Step 3 If further support is needed, the room led/teacher and key person discuss the child's needs with parents/carers and SENDCO to develop an Individual Education Plan.

Step 3 Progress and areas for development at SEND Support reviewed

Step 4 If there continue to be concerns regarding progress, the SENDCO can make a referral to an outside agency in partnership with parents/carers

Step 5 If required, initiate procedures for an Education Health Care Plan (EHCP)

Progress made by pupils with SEND

All children with identified SEND needs are making progress this year in their individualised targets as well as in their assessments using the LH&S Federation assessment tool or the DEYO.

Achievement data for children with additional needs will be analyzed with following end of year summative assessments.

Work with external agencies

This academic year we have made referrals to and liaised with speech and language therapy, physiotherapy, occupational therapy, educational psychology, hearing support and Family Support.

Speech and Language Therapy support has been invaluable, with advice sessions at Speedwell NS, the Vassells Centre and Oldbury Court Children's Centre allowing families to have 45-minute, face-to-face appointments with a speech and language therapist. These sessions addressed concerns such as speech clarity, autism, and social communication difficulties. Parents received reassurance, practical advice, and strategies for use at home and nursery. We feel it has strengthened their trust in our ability to identify needs of their children.

SEND Funding

SEND funding allocation:

EY panel funding (BUDs) is used to contribute towards staffing costs to enhance the ratios. Children with additional needs have a key person and also receive additional support at a higher ratio (individual/small groups) to access curriculum activities and a range of specialist intervention programmes. Children with additional funding have an individual provision plan detailing the type and amount of additional support they are offered during their nursery day.

SEND support staff rota documents how staff members are allocated to this.

Other funding sources such as DAF and Dingleys Promise has been used to facilitate staff training, buy specialist resources and some is ear marked for adaption to the buildings to improve acoustics.

We have also been collaborating with charities like SENSE. We actively signpost parents to free, local specialist groups and host information of their services on our website.

We are endeavouring to always have sufficient numbers of the staff team trained in our core intervention strategies and programmes to be able to offer them consistently across the classes.

‘More than words strategies’ Many children have intensive interaction adult support during explore time. This strategy is often the very first intervention and the key to children settle into nursery and build relationships. It helps children develop their noticing skills and start to engage with those around them. With increased observational and attention skills children are able to start to engage with new learning opportunities and a wider range of nursery experiences.

Attention Autism Bucket Time: All 2-year-olds participate in Bucket Time sessions to improve attention, listening, and joint shared attention, preparing them for key group activities when transitioning to the 3-4 year-old provision. Children who still need support continue with Attention time daily sessions in smaller groups in the nursery classes.

WellComm language screening: WellComm helps refine our provision by identifying specific areas or stages of communication development to focus on. It has confirmed that the children we had already identified with communication needs were also highlighted during the WellComm screening. The Wellcomm package also includes ready made ideas for activities to support particular areas of speech and language development that can be easily shared with parents.

Responsibility: SENDCo, in close liaison with Head Teacher, takes lead responsibility to implement our SEND focused provision. Through her organisation and expertise she supports the teachers, key people and SEND support staff to implement the daily programmes of additional support. Alongside the SLT, teachers and room leaders she monitors the impact on learning and effectiveness of staff allocation.

SENDCo facilitates the completion of initial referrals to outside agencies, initial funding applications and reviews and EHCP process.

Pupil premium for SEND pupils: Focus is on communication and language, providing engaging hands-on experiences like music sessions with Ellie, tailored to smaller SEND groups. This includes fostering attention building skills and encouraging sensory exploration through music.

Staff Development

Staff development on SEND this year has included:

- Attention Autism intervention
- Effective teaching strategies to support children with hearing impairment
- More Than Words Communication Training.
- Overview of Ordinarily Available Provision, Sensory Processing Difficulties, and the four areas of need.
- Termly SEND-focused staff meetings.
- Training for specific health and care needs, including diabetes care, tube feeding, and physiotherapy.

Involvement with Local Authority-wide development groups includes:

- SENDCo cluster meetings
- OAP development
- Maintained Nursery Schools Head Teacher Cluster Group

Key SEND Priorities for 2024-2025

Little Hayes and Speedwell NS federation strives to be a fully inclusive and respond to ALL families to meet their individual and unique needs. Statements with ALL CHILDREN and ALL PARENTS in all parts of the School Development Plan document equally include children and families with additional needs.

The decision to also document Priority 5 'Inclusion' separately was to ensure that the needs of this group were not lost or overlooked. Also, careful consideration can be given to the possible increased accumulative disadvantage for children and families who may be affected by multiple areas of disadvantage – intersectionality.

The success criteria and strategies appear in other areas of the SDP.

Key improvement theme 5 - Inclusion: To adapt our service provision to serve the increased percentage of children with additional needs within our cohort.

Priority Strategies for the next two years (this years priorities)

- Embed implementation of Wellcomm screening tool
- Embed use of DEYO assessment linked to LS&S assessment tool
- Embed implementation of Tales Toolkit adapted for sensory stories and vocabulary boards
- Developing effective use of staff non-contact and meeting times

- CPD and guidance developed for daily transitions and moving around school
- Embedding of effective planning meetings- Group time differentiation
- SEND funding systems embedded
- SEND focused Roles and responsibilities documented - key people, teachers, 1 day SENDco role, Senior SEND EYP
- Engagement with Dingles Promise SEND CPD INSETs and online modules
- All staff complete core SEND CPD modules
- Comprehensive and enhanced transition and settling programme including SEND signposting.
- Parent meetings- re launch and document rational and practice guidance
- Engagement SEND focused charities and S&L T to provide direct services to nursery families.
- Document flow chart and formats for SEND funding process, all staff roles clear, termly diary of dates.
- Space/room layout is maximised for usability and to ensure space for staffroom, library/small groups, staff work room space and space to meet parents