

**Basnett Street Nursery School  
And The Chatterbox Club**



**SEN Information Report - 2024-2025**

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**Basnett Street Nursery School  
&  
The Chatterbox Club**

**Basnett Street  
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**The kind of SEND we provided for.**

Basnett Street Nursery School is a Local Authority Maintained Nursery School. Alongside this, The Chatterbox Club operates as a not-for-profit charity governed by a board of trustees. While legally separate entities, we are perceived by our families and the local community as one unified setting. This close partnership enables us to effectively meet the needs of our community and deliver the highest quality provision.

At Basnett Street Nursery School and The Chatterbox Club, we are committed to offering a broad and balanced curriculum that is inclusive and accessible to all children. Inclusion lies at the heart of our approach, underpinning our culture and ethos. Our systems are designed to accommodate the diverse needs of every child, ensuring that each child is supported to engage fully in their learning. We are dedicated to meeting the individual needs of every child, enabling them to thrive and reach their full potential.

### **Supporting Special Educational Needs and Disabilities (SEND)**

At Basnett Street Nursery School and The Chatterbox Club, we follow a graduated response to supporting the needs of children with SEND. This approach aligns with the guidance outlined in the **SEND Code of Practice (2015)**, ensuring that every child receives the appropriate support to meet their individual needs.

Special Educational Needs and provision are broadly categorised into four key areas:

- **Cognition and Learning**
- **Communication and Interaction**
- **Sensory and/or Physical Needs**
- **Social, Emotional, and Mental Health (SEMH)**

Our admission arrangements and policies fully reflect our inclusive ethos. We prioritise children with SEND, ensuring compliance with statutory requirements under the **Equality Act 2010**, the **Children and Families Act 2014 (Part 3)**, and the **Special Educational Needs and Disability Act 2001**. These frameworks guide us in creating a setting where every child is welcomed and supported to achieve their potential.

All staff at Basnett Street Nursery School and The Chatterbox Club are dedicated to meeting the needs of every child. We are firmly committed to fostering a culture and ethos of inclusion throughout the nursery, ensuring that all children feel valued, supported and able to thrive within our setting.

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

As a maintained nursery school, we place significant emphasis on the early identification of needs and providing the early help required to support every child in reaching their full potential. This approach ensures that the correct support is in place, laying a strong foundation for children to succeed throughout their future educational journeys.

Our SENDCo works closely with all staff to analyse data and track the progress of individual children experiencing difficulties. Current data indicates that the most common area of need among our children is in social communication and interaction. As an Early Years setting, we have tailored our practices to address this prevalent area of need, allowing us to identify and respond to challenges promptly and effectively.

### **Assessment and Targeted Support**

When a child starts at Basnett Street Nursery School, a baseline assessment is conducted within the first two weeks. For all children, we also utilise the **ICAN Stages of Speech and Language Development Assessment**, alongside the **2-Year Progress Check**, which is completed in partnership with the Health Visitor for our 2-year-olds.

Children identified as working below the expected levels are supported through the delivery of our universal **Early Talk Boost** provision. Additional assessments are carried out for these children to ensure that progress is being made. For children identified as working significantly below expectations, further assessment is undertaken using the **WellComm Assessment Framework**. This assessment provides detailed insights, enabling us to deliver the appropriate stage of the WellComm programme as a targeted intervention, led by our **Lead SEND Practitioner**.

For children assessed at Level 3 or below on the WellComm framework (for 3- and 4-year-olds), a referral to Speech and Language Therapy is made, supported by the assessment data to strengthen the referral process. Additionally, a personalised **Targeted Learning Plan (TLP)** is developed. The TLP outlines key targets to be addressed over a 4–6-week intervention programme.

Progress is carefully monitored through 4–6 weekly reviews. If no significant progress is evident following two rounds of TLP interventions, a referral for **Inclusion Support** is made, in line with our graduated response approach.

### **Home Visits and Early Identification of Needs**


Home visits are conducted for all children before they start at Basnett Street Nursery School. These visits provide an opportunity to identify any complex needs early, alongside information gathered from application forms, Portage services, health professionals, and transition details from The Chatterbox Club (for children moving into the Nursery School).

The SENDCo, as part of the Senior Leadership Team, closely reviews the needs of any child identified as having, or potentially having, complex needs. In response, the Headteacher ensures that the staffing structure is adjusted to meet these needs, providing a reduced staff-to-child ratio of no more than 1:3, depending on the level of need.

The Graduated Approach is then implemented to ensure that the appropriate support and interventions are in place, tailored to the specific needs of the child.

## **Provision Mapping**

Our provision map offers a clear overview of our approach to supporting children's needs, aligned with the Graduated Response. It outlines the interventions, strategies, and resources in place to ensure every child receives tailored support, enabling them to thrive and reach their full potential. Further information can be found in our SEND Policy and Local Offer.

| <div style="text-align: center;">  <p><b>Provision Map<br/>2024-2024</b></p> </div>   |   |  |
|--|---|--|
| <b>Wave 1 (Universal Services)</b>   | <b>Wave 2 (catch up)</b>  | <b>Wave 3 (SEND)</b>   |
| <p>This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.</p>   | <p>When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.</p>   | <p>Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.</p>  |
| <p><b>All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the school's curriculum and ICan Speech and Language Assessments.</b></p> <ul style="list-style-type: none"> <li>• Early Talk Boost is delivered as a universal offer to meet the needs of the cohort of children we serve. 85% of our children enter working with abilities below the expected standard in speaking, with 46% of these working significantly below.</li> <li>• Achievements and progress will be monitored and documented in our Learning Journals.</li> <li>• Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions, formal parent meetings as well as observations being sent home.</li> <li>• All our children are valued, we recognise each child as an individual with unique learning needs.</li> <li>• Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.</li> <li>• Our learning environment provides opportunities for all children to be included in the setting as a whole.</li> </ul> | <p><b>At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'.</b></p> <p><b>This will be offered through:</b></p> <ul style="list-style-type: none"> <li>• targeted / focussed one to-one and /or group activities.</li> <li>• planned interventions.</li> <li>• targeted resources.</li> <li>• individual / specialist equipment (with care plan if necessary)</li> <li>• Environmental adjustments e.g., quiet areas, extra spaces modified for specific SEND needs in mind</li> </ul> | <p><b>At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:</b></p> <ul style="list-style-type: none"> <li>• differentiated provision</li> <li>• small targeted steps</li> <li>• strategies</li> <li>• resources All TLP's are discussed during staff planning meetings as well as being carefully reviewed and evaluated half termly. SEND monitoring meetings take place with all staff half termly; these meetings ensure all needs are being met.</li> <li>• Knowledge and advice from relevant professionals and outside agencies will be sought with parent's consent.</li> <li>• The SENCO and key person will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.</li> <li>• A request for inclusion may be made for extra support and funding. An Early Help Assessment (EHA) may be completed.</li> <li>• Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.</li> <li>• An Education, Health and Care Plan needs assessment may be initiated if evidence of intervention and additional support gained, indicates the child would benefit from this level</li> </ul> |

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|--|--|--|
| <ul style="list-style-type: none"> <li>• We have continuous provision inside and outdoors with enhancements to reflect the interests of the children.</li> <li>• Structured group times are held at the start and end of each three hour session. These sessions provide opportunities for key person to teach children phonic, number skills as well as PSED issues. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision</li> </ul> |  | <p>of support and individual plan, to ensure their needs will be met.</p> <ul style="list-style-type: none"> <li>• Wellcomm will be delivered to children with a significant speech delay that is assessed as requiring specialist intervention on the Ican Boost assessment. This accompanies a referral made to SALT.</li> </ul> <p><b>The Retreat</b> offers Wave 3 support, providing a specialised adaptive environment for children whose needs cannot be fully met within the main nursery setting.</p> <p>This space is designed to support individual needs, offering a calming, sensory-rich environment to aid in emotional regulation, skill development, and focused learning. Children accessing The Retreat benefit from tailored, one-on-one or small-group interventions aligned with their unique requirements, ensuring they receive the appropriate support in a safe, adaptive setting.</p> |
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## **Staff Roles and Responsibilities**

### **Senior Leadership Team**

- Monitor and evaluate the effectiveness of SEND provision.
- Ensure the staffing structure is appropriately adapted to meet current needs.

### **SENDCo (Special Educational Needs and Disabilities Coordinator)**

- Coordinate the SEND provision and monitor the implementation and impact of interventions.
- Liaise with specialist agencies, including the Lancashire Inclusion Team, to ensure external advice is integrated into practice.
- Lead on Early Help Assessments (EHAs) and chair Team Around the Family (TAF) meetings where required for SEND-related needs.

### **Lead SEND Practitioner**

- Oversee and evaluate the impact of Ican Boost and WellComm interventions.
- Write, review and evaluate Targeted Learning Plans (TLPs) for identified children.
- Work closely with specialist agencies to implement recommendations and ensure they are effectively supporting children's progress.

### **SEND Support Assistants**

- Provide targeted support for children with complex needs.
- Deliver TLP-based interventions and monitor the review and evaluation of targets.
- Develop and support the implementation of personalised routines, Now and Next Boards, and PECS (Picture Exchange Communication System) to enhance communication and interaction.

## Key Persons

- Assist SEND Support Assistants in delivering TLP-based interventions for children with complex needs.
- Work under the guidance of the Lead SEND Practitioner to deliver TLP interventions.
- Deliver ICAN Boost as part of universal and targeted provision.
- Support the delivery of Elklan strategies and ensure a consistent approach to teaching vocabulary.
- Conduct regular formative and summative assessments to track progress and identify concerns, reporting these to the SENDCo or raising them during pupil progress meetings.

## Family Support Worker

- Collaborate with the SENDCo, Key Persons, and external agencies to support families of children with SEND.
- Provide emotional and wellbeing support to families.
- Signpost families to additional resources and services outside of the Nursery.

## Working in Partnership with Parents and Carers

At Basnett Street Nursery School and The Chatterbox Club, the role of all staff is to work collaboratively with parents and carers, involving them actively in their children's educational journeys. A key responsibility is to ensure excellent communication across the entire staff team and with parents and carers, fostering transparency and trust.

The SENDCo works closely with parents, offering guidance and signposting to relevant services such as the 0–19 ASD Pathway, Speech and Language Therapy (SPLT), parental requests for Education, Health and Care Plan Needs Assessments (EHCPNA), and the Disability Living Allowance (DLA) Fund. Regular parent meetings are held to clearly communicate progress and involve parents in decisions regarding their child's support and development.

When transitioning to the next stage of education, additional support is provided to help parents understand their options and identify the best next steps for their child. This process is carried out in partnership with the Local Authority to ensure a smooth and informed transition.

We fully operate an open-door policy, welcoming any concerns a parent or carer may have. Our team is committed to supporting parents through any challenges, helping them identify appropriate next steps and guiding them through the process with care and professionalism.

## **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

### **Consulting with Children and Involving Them in Their Education**

At Basnett Street Nursery School and The Chatterbox Club, we place great importance on our key person system, which ensures that every child's voice is heard, valued, and understood. As an **Attachment Aware School**, we deeply understand the importance of fostering positive attachment relationships and recognise that children often communicate their needs, feelings, and experiences through their behaviour.

The key person's role is to build a strong, trusting relationship with each child, enabling them to interpret and respond to the messages conveyed through the child's behaviour. Our

**Attachment Aware and Behaviour Regulation Policy** is central to this approach, ensuring that every child's basic needs are met. This provides a secure foundation for children to feel safe, supported, and ready to fully engage in their learning environment.

### **1. Child-Centred Planning**

Key persons observe children closely to understand their interests, preferences, and needs, using this information to inform planning and provision.

Regular reviews of children's progress include reflection on their engagement and responses to activities.

### **2. Adapting Communication Approaches**

We use visual aids, such as Now and Next Boards, PECS, and communication apps, to ensure all children can participate meaningfully.

Staff trained in Makaton and other alternative communication methods ensure children with limited verbal communication are still actively involved.

### **3. Involving Children in Target Setting**

Observations of children's behaviour, interests, and preferences are used to shape personalised Targeted Learning Plans (TLPs).

### **4. Empowering Children Through Play and Exploration**

Children are offered choices in their learning and play, allowing them to take ownership of their educational experiences.

Sensory-based and interest-led activities are used to promote engagement and allow children to guide their learning journey.

### **5. Reflective Practices**

Staff create opportunities for children to reflect on their learning experiences, using tools such as smiley face scales or 'choice time' discussions to gauge their preferences.

### **6. Inclusive Feedback**

The key person engages with children during activities to gather immediate feedback on their experiences and adapts provision accordingly.

Feedback is also gathered through play and storytelling, where children can express their thoughts in a non-verbal or creative manner.

### **7. Transition Support**

During transitions within the nursery or to the next stage of education, we consult children about their feelings and preferences, using visual stories, visits, and familiarisation activities to ensure they feel comfortable and prepared.

### **8. Celebrating Achievements**

We celebrate progress and achievements in ways that are meaningful to each child, such as certificates, visual progress charts, or small rewards tied to their interests.

By embedding consultation and involvement into daily practice, we empower children with SEND to be active participants in their education, ensuring that their voices are heard and their needs met effectively.

This pedagogical approach underpins all aspects of our provision and is central to the success of our SEND support. By focusing on attachment and behaviour as communication, we create a nurturing and responsive environment where every child can thrive.

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

#### **Consulting with Parents and Carers**

Parent communication is at the heart of our culture and ethos at Basnett Street Nursery School and The Chatterbox Club. We believe that a strong partnership between parents and the school is vital in ensuring the best outcomes for children with special educational needs and disabilities (SEND).

#### **Parent Involvement from the Outset**

- If a child is identified as having SEND, parents are fully involved in every stage of the process and guided throughout, ensuring transparency and collaboration.
- For parents who have already identified SEND and are exploring options, our website provides comprehensive information about our SEND provision to help them decide whether our setting can meet their child's needs.
- Parents are welcome to book a tour of the school to see our inclusive practices in action.
- Application forms invite parents to share details about their child's needs, including any SEND or medical requirements, ensuring we have the necessary information to prepare tailored support.

#### **Admission and Initial Engagement**

- Our Admission Policy prioritises children with SEND, ensuring they have access to a place in our Nursery School.
- Once a place is offered, home visits are undertaken to gather further information about the child. These visits are attended by the SENDCo and/or Headteacher, and multiple visits can be arranged for children with complex needs. For children with medical needs, home visits support the development of a Care Plan to ensure that all necessary provisions are in place before their start date.

#### **Ongoing Communication and Support**

- Daily communication is a cornerstone of our approach. Parents can speak with their child's key person regularly and arrange additional meetings with the SENDCo or Headteacher as needed.
- **Early Help Assessments (EHA)** are available to families' experiencing challenges, enabling the creation of a **Team Around the Family (TAF)** plan. These plans are designed to address specific needs, with support provided by our **Family Support Worker** to guide families through the process.



- We hold two formal **parent meetings** per year (Autumn and Spring) for all children. For children with SEND, these meetings occur half-termly to review progress, set targets, and agree on next steps collaboratively.

### **Parental Feedback and Continuous Improvement**

- Parent questionnaires are distributed at least twice a year to gather feedback and ensure our practice aligns with the needs of our families. This feedback informs our ongoing development and ensures parents feel heard and valued.
- Parents are further represented within the school through the Governing Body, which includes two parent governors. The SENDCo regularly reports to the governing body to keep them informed of SEND developments and outcomes.

### **Accessibility and Inclusivity**

- For families whose home language is not English, we provide **bilingual support** in our main languages:
  - **Punjabi**
  - **Urdu**
- Our team is committed to ensuring all families feel included, respected, and understood, regardless of language or cultural background.

### **Additional Support and Resources**

- The staff team is available to signpost parents to additional services, information, and guidance, including external agencies and community resources.
- Parents are provided with support in navigating processes such as:
  - **0–19 ASD Pathway**
  - **Speech and Language Therapy (SPLT)**
  - **Education, Health, and Care Plan Needs Assessments (EHCPNA)**
  - **Disability Living Allowance (DLA) Fund**

### **Support During Transitions**

- During times of transition, we provide additional support to parents to help them understand their options and identify the best next steps for their child. This is done in close partnership with the **Local Authority** and other relevant professionals, ensuring a seamless and well-prepared transition to the next stage of education.

By fostering open communication, providing robust support, and involving parents in every aspect of their child's educational journey, we aim to create a collaborative and empowering environment for families of children with SEND.

**How will the curriculum be matched to my child/young person's needs?**

At Basnett Street Nursery School and The Chatterbox Club, we are committed to ensuring that every child, regardless of their needs, has full access to a broad and balanced curriculum. Our approach is underpinned by continuous monitoring, personalised planning, and collaboration with parents and professionals to ensure that all children make progress and thrive within our setting.

### **Monitoring and Reviewing Progress**

- School Leaders, including the Senior Leadership Team, monitor the effectiveness of all interventions, evaluating their impact on children's progress. Only interventions that demonstrate a positive impact on learning and development are continued and adapted as necessary.
- The SENDCo works closely with staff and leadership teams to identify each child's needs and ensure appropriate support is provided.
- Children's progress is reviewed termly during progress meetings, where concerns are discussed, and a clear plan of action is developed. This may include further internal assessments, tailored interventions, requests for inclusion support, or enhanced quality-first teaching strategies.

### **Graduated Response**

We follow the **Graduated Response** framework, ensuring a systematic approach to identifying and addressing needs:

- Where school-based support does not achieve the intended impact, parents are fully involved in identifying next steps, and permission is sought before accessing external services.
- If progress remains slow, we utilise the **Early Years SEND Toolkit: Assessment, Tracking, and Target Setting (2022)** to break progress into manageable, measurable steps. This toolkit is used alongside advice from external professionals such as Specialist Teachers, Educational Psychologists, and Speech and Language Therapists (SPLT).

### **Teaching and Learning Strategies**

- Teachers and key persons are responsible and accountable for the progress and development of all children in their group, including those requiring additional support from teaching assistants or specialist staff.
- To maximise access to the curriculum, children with SEND may:
  - Participate in intervention groups or receive 1:1 support for short periods.
  - Engage in differentiated activities and learning opportunities tailored to their developmental level and interests.
  - Access appropriate resources and adaptations to meet their specific needs.
- Staff training is regularly updated to ensure best practices in SEND provision, and additional training is provided for specific needs, including medical needs, to implement individual care plans effectively.

### **The Retreat: Adaptive Provision**

At Basnett Street Nursery School, we understand that some children require a sensory-friendly environment to best support their learning and well-being. To address these needs, we have developed a dedicated **alternative provision hub**, known as **The Retreat**.

The Retreat focuses on three core areas:

1. **Cognition and Learning** – Providing a calm, structured environment that supports individualised learning.
2. **Exploration** – Encouraging curiosity and engagement through sensory-rich experiences.
3. **Sensory Regulation** – Offering children a safe space to regulate their emotions and energy levels.

Identified children have tailored schedules that include regular access to The Retreat at times most beneficial to their well-being and learning. Each child's programme is planned with input from specialist professionals to ensure that the support provided is highly personalised, promoting positive engagement, progress, and emotional regulation.

### **Inclusive Curriculum**

Our aim is to provide a variety of teaching and learning opportunities within the normal nursery environment:

- **Differentiated planning** ensures that activities are accessible to all children, taking into account their individual needs and developmental levels.
- **Inclusive resources and support** are available to help children engage meaningfully with the curriculum.
- **Personalised routines** and strategies, such as visual timetables, sensory breaks, and PECS (Picture Exchange Communication System), are used to support children with SEND in accessing the curriculum.

By blending adaptive teaching, collaborative planning, and specialised provision, we ensure that every child is supported to achieve their full potential while enjoying a positive, nurturing learning environment.

## **How accessible is the school environment?**

### **Accessibility of the Nursery Environment**

At Basnett Street Nursery School and The Chatterbox Club, we are committed to providing an inclusive and accessible environment for all children, including those with disabilities and additional needs. We continuously evaluate and improve our physical environment, curriculum, and practices to ensure they support every child's learning and development.

## Current Good Practice

### 1. Physical Environment

- A **ramp to the entrance** allows wheelchair and pram access, ensuring ease of entry for all.
- The nursery school building is **single-storey with no steps**, creating a barrier-free environment for children with mobility challenges.
- The **outdoor environment** includes a ramp to the garden and pathways designed to accommodate children with mobility difficulties.
- Nursery classrooms are **spacious and thoughtfully planned** based on observations of children's needs and interactions. There are no areas where children have restricted access.
- **Height-adjustable tables** and low chairs are available, along with provision areas designed at various levels (floor, cable drum tables, low tables) to support accessibility for all children.
- The **interactive computer board** is installed at child height, ensuring it is accessible to all children.
- Continuous provision is **organised, clearly labelled**, and within easy reach for all children to promote independence and inclusion.
- A recently developed **adaptive additional classroom** offers a sensory-friendly space to support:
  - **Sensory processing**
  - **Targeted Learning Plan (TLP)** activities
  - **Individual work**
  - **Regulation time** to help children re-engage with the mainstream provision.

## Curriculum

- Every child is valued as a **unique individual**, with planning tailored to meet their individual needs and interests. This ensures all children have access to a curriculum that is stimulating, inclusive, and accessible.
- Creative use of resources ensures they are fully accessible and meet the diverse needs of children.
- Various communication methods are used to enable all children, including those with disabilities, to express their views and participate:
  - **Makaton** is used to support communication.
  - **Signs and pictures** are displayed throughout the nursery to aid communication for both children and staff.
- **ICAN assessments** are conducted when children start, enabling early identification of speech and language needs. Targeted interventions, such as **ICAN Boost** and **Wellcomm**, are used to support speech and language development. Referrals to external **Speech and Language Therapy (SPLT)** services are made when necessary.
- Adjustments are made on an individual basis to accommodate children with **visual or hearing impairments** to ensure they can fully access the curriculum.

## Access Audit

- Basnett Street is a single storey building with wide doorways, ensuring that all areas, including the outdoor environment, are fully accessible.

- The main entrance features a secure lobby with a low reception hatch, making it accessible for wheelchair users. The reception hatch also includes a loop system to support individuals using hearing aids.
- Disabled toilet facilities are available in the Chatterbox Club.
- Internal emergency signage and escape routes are clearly marked to support safe evacuation for all users.
- Parking arrangements can be made for families requiring accessible parking close to the entrance.

### **Commitment to Accessibility**

At Basnett Street Nursery School, we strive to create an environment that is inclusive, welcoming, and fully accessible to all children, staff, and families. We continuously assess our facilities, practices, and resources to ensure they meet the highest standards of accessibility and inclusivity.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

### **How is the decision made about the type and quantity of support my child/young person receives?**

At Basnett Street Nursery School and The Chatterbox Club, we are committed to ensuring that resources are allocated effectively to meet the diverse needs of children with SEND. We work collaboratively with staff, parents, and external professionals to ensure that every child receives the appropriate level of support to thrive.

### **Resource Allocation**

- A Provision Map for SEND is created annually by the SENDCo. This document identifies specific SEND needs within the nursery and outlines the interventions, resources, and support required to address them.
- The majority of the school's SEND budget is allocated to staffing, ensuring that children with SEND receive targeted support and interventions, as well as tailored work on their Targeted Learning Plans (TLPs).
- For children with more significant needs, Inclusion Funding is sought. This funding helps to provide additional staff support or to acquire extra resources beyond those outlined in the Provision Map.
- Additional funding may also be used to develop specialist environments, such as sensory areas or adaptive spaces like The Retreat, to support children with specific needs.

### **Decision-Making Process**

- Decisions about the type and quantity of support a child receives are made collaboratively and based on:
  - Observations and assessments carried out by key persons and the SENDCo.
  - Discussions with parents to understand their child's needs and preferences.
  - Advice from external professionals, such as Specialist Teachers, Speech and Language Therapists (SPLT), or Educational Psychologists.

- When necessary, the SENDCo seeks guidance from the Inclusion Service or other external professionals to ensure that support and resources are tailored to the child's specific needs.
- The SENDCo, Headteacher, Specialist Teacher, and other professionals meet alongside parents to review and agree on the most appropriate interventions and resources for the child.

### **Governance and Oversight**

- Regular meetings with the SEND Governor are held to discuss the allocation of resources and to ensure that provision aligns with the needs outlined in the Provision Map and funding agreements.
- The SENDCo also reports to the governing body to provide updates on the impact of interventions and the allocation of SEND resources.

### **Monitoring and Adjustment**

- Support and resources are regularly reviewed as part of the graduated response to ensure they continue to meet the child's needs effectively.
- Adjustments to resource allocation or support plans are made as necessary, based on termly progress reviews, parental input, and professional advice.
- The effectiveness of interventions and resources is evaluated to ensure that the best outcomes are achieved for every child.

By carefully planning and evaluating resource allocation, we ensure that every child with SEND has the support they need to succeed in a nurturing and inclusive environment.

## **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

At Basnett Street Nursery School and The Chatterbox Club, we place great importance on maintaining open and consistent communication with parents to ensure they are fully informed about their child's progress and development.

### **Communication with Parents**

- Daily communication with parents ensures they are kept up to date on their child's experiences and progress in the nursery. Parents have the opportunity to speak with their child's key person regularly to share updates and address any concerns.
- For children with SEND, regular half-termly meetings are arranged to provide a focused opportunity to review progress in line with their Targeted Learning Plans (TLPs). During these meetings, parents are actively involved in discussing their child's achievements, reviewing current targets, and setting new ones.
- Parents are provided with practical guidance and strategies to support their child's learning and development at home, creating a collaborative approach to their education.

### **Monitoring Progress**

- Regular assessments are conducted for all children to monitor their development. For children with SEND, additional assessments may be required to evaluate the impact of interventions and ensure progress is being made.
- Parents are kept fully informed about the outcomes of these assessments, with the child's progress and next steps discussed in detail.
- If adjustments to interventions or support are necessary, they are planned collaboratively with parents to ensure alignment between home and nursery strategies.

### **Supporting Parents to Help Their Child at Home**

- Practical advice, resources, and tailored strategies are shared with parents to help them support their child's learning and development outside of nursery.
- Workshops, parent training sessions, or one-to-one guidance can be offered to help parents develop skills and confidence in specific areas, such as communication strategies, behaviour regulation, or sensory support.
- The SENDCo and key persons are always available to provide additional support or clarification, ensuring parents feel empowered to contribute to their child's progress.

### **Partnership Approach**

We believe in a collaborative partnership between parents and the nursery. Regular updates, clear communication, and shared strategies ensure that parents are actively involved in their child's educational journey. By working together, we can provide the best possible support to help children with SEND reach their full potential.

**What training have the staff supporting children/young people with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the school?**

Staff Training received:

- Makaton
- Elklan
- Early Talk Boost
- Wellcomm
- Autism
- Autism and differences in gender
- Pathological Demand Avoidance
- Attachment Aware and Trauma informed practice
- Play Therapy (Lead SEND Practitioner)
- Forest School Level 3 Award (Teacher/Forest School Practitioner)
- Writing an IEP (Lead SEND Practitioner)
- How to differentiate for pupils with SEND (Lead SEND Practitioner)

## How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At Basnett Street Nursery School and The Chatterbox Club, we recognise the importance of effective transitions for children with SEND. Our aim is to ensure that every child feels prepared, supported, and confident when joining our setting, moving on to a new school, or progressing to the next stage of their education.

### Preparing to Join the Nursery

- **Home Visits:** Home visits are conducted to establish a relationship with the child and their family, gather essential information about the child's needs, and ensure a smooth transition into nursery life. For children with complex needs, additional home visits may be arranged.
- **Settling-In Sessions:** Personalised settling-in sessions are provided to help the child adjust to the new environment, staff, and routines at their own pace.
- **Early EHCP Support:** If it is identified that a child may require an **Education, Health, and Care Plan (EHCP)**, the process begins promptly, even before the child starts nursery. We guide parents through the **graduated approach** and signpost them to relevant services, ensuring timely submission of an EHCP request to meet primary school timescales.

### Preparing for the Next Stage of Education

- **Collaborative Planning:** Transition arrangements for children with SEND are highly personalised to meet their unique needs. We work closely with parents, feeder schools, and relevant professionals to develop a detailed plan that supports a seamless transition.
- **Chronology of Support:** Using **CPOMS**, we maintain a comprehensive record of the child's support, interventions, and progress. This detailed chronology is shared with the feeder school to ensure continuity of support.
- **Transition Meetings:** Meetings with feeder schools are held to share all relevant information about the child, including their strengths, needs, and successful strategies. These discussions aim to ensure that the receiving school is well-prepared to continue supporting the child.
- **Parent Engagement:** We guide and empower parents to advocate for their child's needs during this critical stage, ensuring their voice is central to decision-making.

### Personalised Transition Arrangements

- **Tailored Support:** Transition arrangements are personalised based on the child's individual needs. For example, some children may benefit from additional visits to the feeder school, the creation of visual resources (e.g., social stories or photo books), or extended transition plans.
- **Key Staff Collaboration:** Key persons and the SENDCo work closely with parents and external professionals to address any potential challenges and plan for a positive transition.
- **Child-Centred Approach:** The child's voice and well-being are at the heart of all transition planning, ensuring they feel confident and ready for the change.



### **Commitment to a Smooth Transition**

Our goal is to have all processes and support systems in place before the child's transition, ensuring that the feeder school can continue the provision seamlessly. By proactively working with parents and professionals, we ensure that every child with SEND is given the best possible start in their next stage of education and life.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

At Basnett Street Nursery School and The Chatterbox Club, we prioritise providing rich, meaningful experiences for all children, including those with SEND, while ensuring their safety and comfort. Recognising the stage of development of our children and the diverse range of needs within our cohort, we take a tailored approach to activities that extend learning beyond the classroom.

#### **On-Site Experiences**

- To ensure accessibility and inclusion for all children, we bring a variety of enriching experiences directly to the nursery. For example, instead of visiting a farm, we organise for the farm to come to us, allowing children to interact with animals and engage in hands-on learning within the familiar, secure nursery environment.
- This approach ensures that all children, regardless of their needs, can participate fully in activities that extend and enhance the curriculum.

#### **Benefits of On-Site Activities**

- **Safe and Familiar Environment:** By holding activities at the nursery, children remain in an environment where they feel secure, reducing anxiety and enabling them to engage fully.
- **Tailored Support:** On-site activities allow us to provide individualised support and adapt experiences to meet the needs of each child, ensuring full participation.
- **Inclusivity:** This approach eliminates barriers such as transportation challenges or sensory overwhelm that can occur during off-site trips, making the experience accessible to all.

#### **Real-Life and First-Hand Learning**

Bringing experiences to the nursery allows children to benefit from **first-hand, real-life learning opportunities** while remaining in a setting that caters to their individual needs. These activities are carefully planned to align with the curriculum and enhance learning in a meaningful and engaging way.

#### **Commitment to Inclusion**

We are committed to ensuring that every child, including those with SEND, has access to opportunities that inspire curiosity, promote engagement, and support their development. By

adapting our approach to activities outside the classroom, we ensure that all children can safely and successfully take part in enriching experiences that support their growth and learning.

**What support will there be for my child/young person's overall well-being?**

At Basnett Street Nursery School and The Chatterbox Club, we place the well-being of every child at the heart of our practice. Our curriculum is underpinned by key pedagogical approaches that ensure children feel safe, valued, and supported, enabling them to thrive and engage in meaningful learning experiences.

### **Key Approaches Supporting Well-Being**

#### **1. Attachment Aware Approach**

- a. The **key person role** is central to this approach, fostering strong, secure relationships that help every child feel a sense of belonging and safety.
- b. Each child's individual needs are met, ensuring they feel understood and supported at every stage of their development. This approach helps to build emotional security, enabling children to flourish socially and academically.

#### **2. Forest School Approach**

- a. Children are given the opportunity to explore and learn in a **sensory-rich outdoor environment**, which supports well-being and development through real-life, hands-on experiences.
- b. Time spent outdoors is especially beneficial for children with SEND, offering a calming and engaging space that supports emotional regulation and enhances learning.

#### **3. Sustained Shared Thinking Approach**

- a. This approach focuses on valuing and building upon each child's **voice, thoughts, and feelings** to foster a strong sense of self-worth.
- b. Practitioners engage children in meaningful, extended conversations and activities, using their prior experiences and the well-resourced environment to promote deep, reflective learning.

These three approaches are carefully integrated into our curriculum to prioritise well-being, ensuring children are in the best possible position to learn and grow.

### **Personalised Support for Children with Complex SEND Needs**

For children with more complex SEND needs, our core approaches are adapted to create personalised routines that scaffold emotional regulation and stability.

#### **Window of Tolerance Plans:**

These plans are developed to:

- Identify triggers that may lead to emotional dysregulation.
- Establish personalised strategies to help children reregulate and stabilise their emotions.
- Support well-being by addressing individual needs in a proactive and compassionate manner.

#### **Emotional Regulation Support:**

Staff work closely with children to ensure their emotional needs are met, creating an environment where they feel understood and supported in moments of dysregulation.

#### **Health and Medical Needs**

A comprehensive **Medicine Policy** is in place to ensure all medical needs are safely managed.

- Parents complete detailed forms to provide essential information about medications, dosages, and administration requirements.
- Staff are trained to administer medications safely and in accordance with the policy, ensuring children's health needs are met without disruption to their well-being.

## **Commitment to High Levels of Well-Being**

At Basnett Street Nursery School, we believe that high levels of well-being are essential for learning and development. By embedding attachment, nature-based learning, and reflective practices into our curriculum, we create a nurturing and inclusive environment where every child can thrive.

## **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

At Basnett Street Nursery School and The Chatterbox Club, we are committed to ensuring that the provision for children with SEND is both effective and impactful. To achieve this, we regularly monitor, evaluate, and review all aspects of our SEND support using a variety of methods to inform future planning and improvements.

### **Evaluation Methods**

#### **1. Data Analysis**

We systematically analyse progress data for children with SEND to measure the impact of interventions and strategies. This ensures that progress is tracked over time and that adjustments are made as necessary to support each child effectively.

#### **2. Targeted Learning Plan (TLP) Reviews**

TLPs are reviewed regularly, focusing on the progress made towards individual targets. This process ensures that interventions are meeting the child's needs and identifies where additional or alternative support may be required.

#### **3. Intervention Outcomes Monitoring**

The outcomes of interventions are closely monitored to assess their effectiveness. Interventions that demonstrate a strong positive impact are continued, while less effective approaches are adapted or replaced.

#### **4. Teaching and Learning Observations**

Observations of teaching and learning are conducted to evaluate the quality of provision for children with SEND. These observations help identify areas of strength and areas for improvement, ensuring best practices are consistently applied.

#### **5. Parental Feedback**

The views and experiences of parents and carers are collected regularly through formal and informal discussions, questionnaires, and parent meetings. Their feedback plays a vital role in shaping and improving our SEND provision.

#### **6. Child's Voice**

The child's voice is captured through key person observations, interactions, and information shared by parents. This ensures that the child's experiences, preferences, and needs are central to our evaluation process.

### **Collaboration and Reporting**

- **Senior Leadership Meetings:** Findings from monitoring and evaluation are reviewed in Senior Leadership Meetings to identify future actions and strategic improvements.
- **Staff Meetings:** Outcomes are shared with the whole staff team to ensure that everyone contributes to shaping future developments and maintaining high-quality provision.
- **Governors' Reports:** Regular updates are provided to the Governing Body, ensuring they are fully informed about the provision in place, the effectiveness of support, and any resource needs. This transparency helps secure continued support and funding for SEND initiatives.

### **Commitment to Continuous Improvement**

Through ongoing evaluation and collaboration with parents, staff, and external professionals, we strive to maintain and enhance the quality of our SEND provision. This reflective approach ensures that every child with SEND receives the tailored support they need to achieve their full potential.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

At Basnett Street Nursery School and The Chatterbox Club, we work closely with a wide range of external organisations to ensure that children with SEND and their families receive comprehensive support tailored to their unique needs. By fostering partnerships with health,

social care, local authority support services, and voluntary organisations, we provide a holistic approach to meeting the needs of our children and their families.

### **Services and Organisations We Access**

We collaborate with the following services and organisations to provide specialised support:

- **Speech and Language Therapy (SPLT):** For children requiring support with speech and communication development.
- **Local Authority Specialist Teachers:** Offering expert advice and strategies to meet specific SEND needs.
- **Local Authority Educational Psychologists:** Providing detailed assessments and recommendations for children requiring additional support.
- **0–19 ASD Pathway:** Supporting children and families navigating autism diagnoses and interventions.
- **Children and Family Wellbeing Service:** Providing early help and guidance for families facing challenges.
- **SafeNet:** Supporting families experiencing domestic abuse.
- **Community Food Bank and Church on the Streets:** Assisting families with food security and other essential needs.
- **Police Early Help Team:** Providing safeguarding and family support in collaboration with other services.
- **Local Charities and Services**, such as:
  - **TESCO in the Community:** Offering resources and funding for local initiatives.
  - **Calico and New Era:** Supporting housing and family needs.
- **Health Visiting Team:** Monitoring children's development and offering health advice.
- **Children's Social Care:** Supporting families in need of intervention or safeguarding.

### **Coordination and Collaboration**

We use the **Early Help Assessment (EHA)** process to identify the needs of children and families early, ensuring that the right support services are engaged. The **Team Around the Family (TAF)** approach is then used to facilitate multi-agency collaboration, allowing us to develop and implement a coordinated plan that addresses the family's needs comprehensively.

### **How We Work with Other Bodies**

- **Referrals:** The SENDCo facilitates referrals to external agencies based on the child's or family's needs.
- **Liaison:** Regular communication with professionals from these organisations ensures that all parties are aligned in their support for the child.
- **Meetings and Reviews:** We host and attend TAF meetings to review progress, share insights, and adjust plans as needed.
- **Parent Support:** Families are guided through the referral process and signposted to appropriate services to ensure they receive the help they need.
- **Training and Advice:** Staff work closely with external professionals to incorporate specialist advice into daily practice and ensure that interventions are effective.

### **Commitment to Holistic Support**

By integrating expertise from a wide range of services and organisations, we ensure that children with SEND and their families are supported across all aspects of their lives. This collaborative approach helps us provide effective, targeted interventions and ensures that no child or family is left without the support they need.

### **What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

At Basnett Street Nursery School and The Chatterbox Club, we are committed to maintaining open and transparent communication with parents and carers to address any concerns regarding our SEND provision promptly and effectively.

#### **Steps for Addressing Concerns**

##### **1. Initial Discussion with Key Person or SEND Support Worker**

Parents/carers are encouraged to raise any concerns about their child's SEND provision directly with their child's **key person** or **SEND support worker**. This initial conversation often resolves minor issues quickly and effectively.

##### **2. Involvement of the SENDCo**

If further support or clarification is needed, the key person or SEND support worker will arrange for the parents/carers to meet with the **SENDCo**. The SENDCo will work collaboratively with parents/carers to explore the issue in detail and develop a satisfactory resolution.

##### **3. Escalation to the Headteacher**

If the parents/carers feel their concern has not been resolved satisfactorily after speaking with the SENDCo, they may request a meeting with the **Headteacher**. The Headteacher will review the situation and work with all parties to reach a resolution.

##### **4. Formal Complaints Process**

Should the matter remain unresolved after discussions with the Headteacher, parents/carers can initiate the formal complaints procedure. Details of the procedure, including the steps to follow, can be found in the **Complaints Policy**, which is available on the school website or upon request from the school office.

### **Commitment to Resolution**

We value the input and feedback of parents and carers and are committed to resolving concerns in a timely, fair, and respectful manner. Our focus is always on maintaining a positive partnership with families and ensuring the best outcomes for children with SEND.

## Where can I find the contact details of support services for the parents of children/young people with SEND?

At Basnett Street Nursery School and The Chatterbox Club, we are committed to providing parents and carers of children with Special Educational Needs and Disabilities (SEND) with access to comprehensive support services. We actively signpost families to appropriate resources during discussions and ensure they are informed about available assistance.

One key resource is Lancashire's Information, Advice and Support (IAS) Service, which offers free, confidential, and impartial guidance on SEND-related matters. The IAS Service can assist with understanding rights, roles, and responsibilities, navigating health and social care processes, and connecting with other agencies and organisations.

### Contact Details for Lancashire's IAS Service:

- **Phone:** 0300 123 6706
- **Email:** [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)
- **Website:** [Lancashire County Council](#)

Additionally, the IAS Service provides support in managing mediation appeals, school exclusions, and liaising between families, educational institutions, and professionals. Young people up to age 25 can access the service independently.

For further assistance, parents and carers can contact Lancashire County Council's general enquiries:

**Phone:** 0300 123 6701  
**Email:** [enquiries@lancashire.gov.uk](mailto:enquiries@lancashire.gov.uk)  
**Website:** [Lancashire County Council](#)

### Lancashire Inclusion Service

The Inclusion Service advises and supports parents, carers, families, and professionals regarding the additional needs of children and young people. The service is divided into three area teams:

- **East Area (Hyndburn, Ribble Valley, Rossendale, Burnley, and Pendle):**
- **Phone:** 01254 220 553
- **Email:** [Inclusion.East@lancashire.gov.uk](mailto:Inclusion.East@lancashire.gov.uk)
- **Website:** [Inclusion Service Area Teams Contacts](#)

We encourage families to reach out to these services for support and information tailored to their needs.

## Where can I find information on where the local authority's local offer is published?



### **Lancashire SEND Local Offer**

The SEND Local Offer provides information about the support and services available for children and young people aged 0-25 with SEND and their families.

- **Website:** [Lancashire SEND Local Offer](#)

The school's Local Offer outlines the support and services available to children with SEND and their families. This information is accessible on the SEND section of the school's website.

For detailed information on the school's SEND policies, support structures, and resources, please visit the [SEND Information](#) page on the Basnett Street Nursery School website.