

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



**SEN Information Report  
2025-2026**

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

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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 non profit charity run by a board of trustees. Whilst 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 of 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. 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 potential.

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

At Basnett Street and The Chatterbox Club follow a graduated response to support the needs of children with SEND. The approach aligns with 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 – Part (2014)**, and the **Special Education Needs and Disabilities 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 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 need and early help required in order to ensure the child can reach their full potential and importantly have the correct support in place if required to enable them to be successful throughout their future educational journey.

The SENDCo works closely with all staff to analyse data and individually track children experiencing difficulties. Our current data demonstrates that the main difficulty our children experience are in the

area of social communication and interaction. As an Early Years setting, we have enabled our practice to fully support this prevalent area of need, enabling us to identify need quickly.

### **Assessment and targeted support**

When a child starts at Basnett Street, a baseline assessment is carried out within the first two weeks. For all children we also utilise the 2 year old progress check, which is completed in partnership with Health Visitor for our 2 year olds.

Early Talk Boost is embedded into our universal provision (Wave 1) to meet the needs of the cohort of children we serve.

Children identified as working significantly below expected levels, further assessments are carried out 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, lead by our **Lead SEND Practitioner**.

For children assessed below Level 3 on the WellComm assessment (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 Targeted Learning Plan (TLP) is developed with personalised targets to be addressed over a 6 week period (these include any gaps in learning that are identified during data analysis alongside the WellComm objectives.)

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

### **Home visits and Early Identification of Need**

Home visits are conducted for all children before they start at Nursery School or The Chatterbox Club. These visits provide an opportunity to identify any complex needs early, alongside information gathered from application forms, Portage services, health professionals, and transition details gathered 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 would then ensure that the staffing structure is adjusted to meet these need, 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 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 intervention, strategies and resources in place to ensure every child receives tailored support, enabling them to thrive and reach their potential. Further information can be found in our **SEND policy** and **Local offer**.



Provision Map 25-26

Wave 1 (Universal Services)	Wave 2 (targeted support)	Wave 3 (SEND/personalised support)
This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.	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.	Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.
<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.</b></p> <ul style="list-style-type: none"> <li>• Early Talk Boost is embedded into our curriculum as part of our universal offer to meet the needs of the cohort of children we serve. 74% of our children enter working with abilities below the expected standard in speaking, with 49% of these working significantly below</li> <li>• Achievements and progress will be monitored and documented using Insight our online assessment system.</li> <li>• Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions and formal parent meetings.</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> <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 Attention skills, using Developing attention strategies, Literacy skills including comprehension and phonics, number skills as well as explore elements of PSED e.g. self-regulation, building relationships and develop knowledge of key concepts through the use of Concept Cat programme. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision.</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 e.g. Wellcomm, Attention group</li> <li>• targeted resources</li> <li>• individual / specialist equipment (with care plan if necessary)</li> <li>• Sensory engagement plans</li> <li>• Environmental adjustments e.g., quiet areas, extra spaces modified for specific SEND needs in mind e.g. The Retreat</li> </ul> <p>Each child's progress will be monitored closely through pupil progress meetings.</p>	<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>• adaptive provision</li> <li>• small targeted/personalised steps</li> <li>• strategies e.g. intensive interaction</li> <li>• resources e.g. sensory toys, attention toys, sensory profiles/one page profiles</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <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 of support and individual plan, to ensure their needs will be met.</li> <li>• Wellcomm will be delivered to children with a significant speech delay. This accompanies a referral made to SALT.</li> </ul>

## **Staff Roles and Responsibilities**

### **Senior Leadership Team**

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

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

- Coordinate the SEND provision and monitor and evaluate the implementation of provision and its impact.
- Write, review and evaluate TLP's for identified children.
- Liaise with specialist agencies including the Lancashire Inclusion Team, to ensure external advice is integrated into practice.
- Lead on Early Help Assessments (EHA's) and chair Team Around the Family meetings (TAFs) where required for SEND-related needs.
- Identify the need for specific staff or whole school CPD around SEND needs.
- Monitor implementation and impact of training/approaches.

### **Lead SEND Practitioner**

- Works closely with the SENDCo to support the delivery of WellComm.
- Monitors and evaluates the impact of Wellcomm intervention.

### **SEND support assistants**

- Provide targeted support for children with complex needs.
- Deliver TLP based interventions and monitor the review and evaluation of targets.
- Work with SENDCo to develop and support the implementation of personalised routines and interventions e.g Intensive interaction, Developing Attention (Bucket Time), Now and Next boards, Communication Boards and PECS to enhance communication and interaction and promote a total communication approach.

### **Key Persons**

- Assist SEND support Assistants in delivering TLP based interventions for children with complex needs.
- Assist in making notes on TLP's to support review.
- Work under the guidance of the SENDCo to deliver TLP interventions.
- Support the delivery of ELKLAN, and Concept Cat to support vocabulary development and understanding of key concepts.
- Conduct regular formative and summative assessments to track progress and identify concerns, reporting these to the SENDCo or raising them during pupil progress meetings.

### **Working in partnership with parents and carers**

At Basnett Street Nursery School and the Chatterbox Club, the role of the staff is to work collaboratively with parents and carers, involving them actively in their children's educational journey. 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 their 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 smooth and informed transition.

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

At Basnett Street Nursery School and The Chatterbox Club, the strength of our key person system ensures that the child's voice is always heard. We are an Attachment Aware School, and understand the importance of positive attachment, and viewing the behaviour of a child as a form of communication. The key persons responsibility, is to learn to understand the child, and identify what the child is communicating. Our **Attachment Aware and Behaviour Regulation Policy** enables us to ensure that children's basic needs are always met in order for them to be in the position to benefit and learn from the environment around them. This pedagogical approach underpins all elements of our provision, and is key to supporting our successful SEND provision.

### **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?**

Parent communication is at the heart of our culture and school ethos.

If a child is identified as having an SEND, parents will be completely involved in the whole process and guided throughout.

For any parent who has already identified SEND and has started to take action and wants to know more about our SEND offer, the website contains all key information to support them to decide whether Basnett Street can meet the needs of their child. Tours of the school are also

available to see the setting in action. Application forms are then available, which enable parents to write about any issues, SEND, including any medical needs, to inform us of their child's needs. Our **Admission Policy** prioritises children with SEND to a place in our Nursery School.

Once a place is offered, home visits are undertaken to gain more information from parents about their child. The SENDCo and/or Headteacher will always accompany the home visit, and more than 1 home visit may be undertaken, if a child's needs is identified as more complex. This is particularly the case for a medical need, to support the writing of a Care Plan, to ensure everything is place to meet the child's needs before they start.

Staff are then available daily. Parents can speak to their child's key person daily, and through these can arrange to meet with the SENDCo and/or Headteacher, if they have any difficulties or concerns.

Early Help Assessments are offered to any families that are struggling, and feel they need some extra support. Following this assessment a TAF plan can be created and delivered through the school to support the family according to the need identified.

We also hold 2 parent meetings a year (Autumn and Spring) as standard, but half termly meetings will be held with SEND children to review progress and identify next steps.

Parent questionnaires are also sent out at least twice a year, to be used as a review of practice and the meeting of our family's needs.

The Governing Body also includes 2 parent governors. The SENDCo reports regularly to the governing body.

We are also able to provide Bilingual Support for our main Home Languages, other than English, which are:

Punjabi  
Urdu

The staff team is always available to signpost parents to any additional information, advice and guidance they may require.

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

School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is evaluated to measure progress outcomes, and to ensure that only the interventions which deliver the best impact on learning are delivered.

The SENDCo works closely with the staff team and the Senior Leadership Team to identify the needs of the child and to ensure the correct support is given.

The Graduated Response is followed, which enables us to request for inclusion support, if the school support is not having the intended impact. Work with parents on identifying these next

steps is always discussed and permission granted before access to external services requested.

Children's progress is reviewed termly at progress meetings. Where concerns are raised a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, further requests for inclusion support (following the graduated response), and/or enhanced quality first teaching. It would always be discussed with parents and the graduated approach would be discussed.

Where progress towards targets is slow and not shown through assessment of the curriculum, we use the Early Years SEND Toolkit, Assessment, Tracking and Target Setting (2022). This supports specific target setting and allows small steps of progress to be assessed. We use this alongside using the advice of other professionals, such as Specialist Teacher, Educational Psychologist and SPLT.

Staff are trained regularly with regard to SEND and specific training is offered according to need. Health support will always be sought for children with additional medical needs, and training provided as necessary, to be able to write and implement individual care plans.

Teachers/key persons are responsible and accountable for the progress and development of all the children in their group, including children who may need additional support from teaching assistants or specialist staff.

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

### **Current Good Practice**

#### **Physical Environment**

A ramp to the entrance enables wheelchair and pram access. There are no steps in the nursery school part of the building. The outdoor environment has a ramp to the garden and pathways that can be accessed by children with mobility difficulties. Nursery classrooms are spacious and carefully planned based on observations of children. There are no parts of the environment to which children have limited or no access. In the Nursery there are height adjustable tables available with low chairs, and all areas of provision are easily accessible and presented so that all children can access, whether this is on the floor, cable drum table or on low tables etc. The interactive computer board is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas. We have recently developed an adaptive additional classroom, which will support sensory processing, targeted learning plan individual work and importantly regulation time to support all to access mainstream provision.

#### **Curriculum**

Every child is valued as a unique individual. Planning is based on individual need and interest. This ensures that all needs are met and resources are used creatively to ensure they are fully accessible and support/stimulate learning according to individual need.



Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We use Makaton to support children and display signs and pictures to support staff when communicating. Wellcomm assessments are conducted when children are working below expected standard in communication and language to support speech and language difficulties. Referrals to speech and language are made for children requiring professional speech and language therapy support (working below Stage 3 of Wellcomm. Adjustments are made for visually and/or hearing-impaired children on a need basis.

### **Access Audit**

Basnett Street is a one storey building floor. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The reception hatch also has a loop system fitted to support hearing aid users. There are disabled toilet facilities available, situated in the Chatterbox Club. The school has internal emergency signage and escape routes are clearly marked. Arrangements can be made for car park access if required.

### **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?**

A Provision Map for SEND is created annually by the SENDCo. This focuses upon specific SEND and interventions required to meet needs. The school budget is primarily spent on staffing, to support the SEND children and deliver interventions and support specific TLP work. Inclusion funding is claimed for, if staffing requirements exceed the Provision Map, due to the need of the child and for any extra resources that are required.

Decisions made about additional resources are often made after seeking advice from the inclusion service, e.g. the specialist teacher. Therefore, the SENDCo, Headteacher, Specialist Teacher and any other professionals, alongside parents are involved in the decision making.

Regular meetings with the SEND governor enables allocation of provision to be discussed.

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

Daily communication with parents ensures they are always kept up to date with how their child is doing. For a parent with a child with SEND, regular half termly meetings will be arranged for them to discuss their child's progress in line with their individual targeted learning plans, and discuss next targets/steps. Parents will be involved in this whole process and will be informed and provided with guidance about how to support their child's learning and development at home.

Regular assessments are carried out on all children, but for a child with SEND, extra assessments may need to be undertaken to check that the intervention work is having a positive impact. Parents will always be updated with this information and the child's progress discussed.

**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 (TA3)
- Writing an IEP
- How to differentiate for pupils with SEND
- Communication Strategies to Support Children with Social-Communication Differences
- Developing attention
- Intensive interaction
- Bucket time level 1
- Curiosity approach
- BEHAVE training
- Core word

**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?**

Effective transition arrangements are in place for children with SEND. If it is felt that a child may require an EHCP Plan, work towards this, following the graduated approach, starts immediately. We work closely with parents on this, and if appropriate and viable, we will guide parents to start the process before the child even starts at Nursery School and signpost them to the relevant services. This is because the timescales for achieving an EHCP before the child starts primary school are very tight. Therefore, our timescales are strict, and the plan, do, review, assess cycle is timely.

We understand the importance in our role of enabling every child to be ready for their next stage of education. We aim to have all the processes in place for a SEND child, so that their transition is smooth and the feeder school, can literally continue with the child's support. To support us

with this we use CPOMS to build a chronology of the child's individual support that is then transferred to the feeder school, so they can continue with the process.

We hold transition meetings with the feeder schools and provide them with all the important information and aim to support the decision making for each individual child, having the child's best interest at heart, with understanding in depth the issues/challenges they may face.

We believe transition arrangements for a child with SEND, should be personalised to that child. At Basnett Street Nursery School, we encourage this approach and will guide parents to encourage that the needs of the child are met and will continue to be met during this crucial stage.

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

Due to the stage of development of our cohort of children and the high level of SEND need catered for, we provide experiences that come to the children in Nursery School, to support and further extend learning within our curriculum. For example, we would organise a farm to come to us, rather than taking the children out to the farm. This proves to be a successful approach for us and meets our varying needs, in a safe environment, whilst providing first hand real life experiences.

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

Our key pedagogical approaches to our curriculum, ensure the highest level of wellbeing is supported. We use main 3 approaches to deliver our curriculum, these being:

1. An attachment Aware Approach
2. Forest School Approach
3. Sustained Shared Thinking Approach

1. Our Attachment Aware Approach ensures that all children's needs are met, with the key person role being the foundation to its success. All children will have a sense of belonging, will feel safe and will have all their individual needs met, whatever their stage of development.
2. Forest School Approach ensures that children have the opportunity to experience the natural world and learn through real life experiences. The outdoors is a sensory rich environment and we often find that children with SEND, benefit greatly from spending time and learning in the outdoors.
3. The Sustained Shared Thinking Approach enables children to have a strong sense of self and importantly demonstrates value to each and every child's voice, thoughts and feelings. It is an approach that is used to support all stages of development and skilfully enables practitioners to build upon prior learning/experiences of each individual child, and then to use the language of learning and the well-resourced environment around them to further extend learning.

These 3 approaches are all built around the core principles of supporting high levels of wellbeing in order for children to be in a position to learn, and importantly engage in deep level learning.

For a child with a more complex SEND need, the above approaches are used to scaffold personalised routines and support emotional regulation, by ensuring needs are met. Window of Tolerance Plans are often used to support the identification of triggers to emotional dysregulation and in turn to then identify personalised support that supports the reregulation to stabilise the overall wellbeing of the child.

A **Medicine Policy** is in place, to ensure that medical needs are catered for in a safe manner, with forms completed by parents to ensure medications are given and dosed correctly.

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

The effectiveness of the SEND provision is evaluated through the use of:

- Data Analysis
- Targeted Learning Plan reviews
- Intervention Outcomes monitoring
- Teaching and Learning Observations
- Parental feedback

The parent/Carer voice is gained throughout every step of our SEND approach. The child's voice is collected through observations from key persons and support staff, and from parents.

Our monitoring and evaluation findings are reported on at Senior Leadership Meetings, in order to identify any future action. It is also reported on at staff meetings, to ensure the voice of the whole school contributes to any future developments. This is all then fully reported back to Governors to ensure they are fully aware of the provision on offer, the maintenance of this and the providing of any future resources.

### **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?**

Services accessed:

- SPLT
- Local Authority Specialist Teachers
- Local Authority Educational Psychologists
- 0-19 ASD Pathway
- Children and Family Wellbeing Service
- SafeNet

- Community Food bank
- Church on The Streets
- Police Early Help Team
- Local charities and use of local services, e.g., TESCO in the community
- Calico
- New Era
- Health Visiting Team
- Children's social care

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

**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?**

The first point of contact if parents/carers want to discuss something about their child with SEND is to talk to their child's key person and/or SEND support worker. Key person /support workers will then arrange for the parent/carers to meet with the SENDCo if this is then necessary. The SENDCo will then work with the parents/carers until the issue has been resolved satisfactorily. If the parents feel that this has not been resolved satisfactorily, they can then ask to speak to the Head teacher. After speaking to the Headteacher, a parent wishes to make a formal complaint then the complaints procedure can be found on the school website.

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

During discussions with parents, we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (IAS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulation and guidance
- support from other agencies and organisations

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

Our Local Offer – is available on our schools website under SEND.

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>