



SEND INFORMATION REPORT POLICY

Written by	Inclusion Manager
Frequency of review:	Annually
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Date of next review:	Summer 2027
Display on website:	Yes
Consultation:	Governors* Staff Parents* Children
Links with other policies	Behaviour for Learning Policy SEND and Inclusion Policy Positive Handling Policy

Our view of SEND and Inclusion

At Tanglewood we see all children as individuals with different interests, knowledge and skills. We praise and celebrate their efforts and successes, and promote self-esteem. We aim to provide all children with an inclusive and supportive environment within which they can learn alongside each other and develop to their full potential.

Our aim is for children with additional and special needs to be supported by all members of the class team so that they feel fully included in every aspect of nursery life.

We aim to provide access to all areas of the school and resources and take steps necessary to improve this when needed (see Equality Policy including Accessibility Plan for details).

This policy will deliver provision for all children with special educational needs and disabilities (SEND). This policy should be read in conjunction with the Behaviour Policy, Consistent Handling Policy, SEND & Inclusion Policy, Equality Policy and current Accessibility Plan.

The SEND Team

Our Inclusion Manager at Tanglewood is Rose Harmer and she works alongside the Headteacher Debs Watson (NASENCO).

Rose is happy to meet at the beginning or end of the session if needed. She can also be contacted by phone (01245 352788) or email (senco@tanglewood.essex.sch.uk). The dedicated and experienced class team provide targeted support for children with SEND. We have two part-time Speech and Language Therapists and two Speech and Language Learning Support Assistants. The whole school team receive regular training and supervision.

Identifying Special Educational Needs

The SEND Code of Practice identifies 4 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The purpose of identification is to work out what action the nursery needs to take, not to fit a child into a category. There are overlaps between these categories and we identify the needs of children by considering the needs of the whole child, which may include not just the special educational needs of the child or young person.

Identification and Assessment

Key indicators of SEND are usually

- Children working significantly below their age related expectations
- Children involved with outside agencies (e.g. speech therapist, occupational therapist)
- Children requiring greater attention than their peers or support to access what is on offer to a degree beyond class differentiation due to learning difficulties, emotional and social difficulties, physical or sensory impairments and/or speech and language difficulties.

A child identified by the Inclusion Manager as having special educational needs will be placed on the School's SEND register. It is the responsibility of the class team to deliver 'High Quality Teaching', with support from the Inclusion Manager to set targets for the child in his/her area of need (see Graduated Response below).

Starting nursery

When children join the nursery we find out as much as we can from parents and carers beforehand so that we can make transition as smooth as possible for your child. Parents and carers are the experts on their children and their involvement is key to their learning and well-being. If possible staff will visit all children at home before starting so

children have some familiar faces on their first day. Additional home visits may be arranged by the Inclusion Manager if needed where parents can discuss needs in greater detail and make an individual, child-centred plan for transition. Extra visits into the nursery can also be arranged. The Inclusion Manager will plan appropriate nursery support and support classroom staff when working with children with SEND, taking into account all the information available and in discussion with parents.

Graduated Response

The SEND Code of Practice (2014) identifies 3 levels of intervention, a little like rungs of a ladder:

1. **Quality First Teaching** – Classroom staff plan for differentiated learning opportunities and remain responsible for your child's education and learning alongside any other additional adult support. The class team meet with parents for a starting point meeting and 6 monthly milestone meetings.
2. **SEND Support** – If a child's needs cannot be met through Quality First Teaching alone, specific targets and strategies will need to be planned. **One Planning** describes this process. A meeting is arranged to discuss your child's strengths, likes and what works well to help your child to play, communicate and learn. These ideas are recorded on a One Plan which is shared amongst all those working with your child to make sure everyone is doing the same thing. One Plan targets are reviewed termly and changes are made as necessary. The Inclusion Manager may join these meetings as and when appropriate; particularly when the child is part of an EHC statutory assessment.

Often advice from an outside agency e.g. Speech and Language Therapist, Educational Psychologist or Inclusion Partner is helpful. Involving other professionals will help us to support your child in nursery, and will also help you to access information, advice and support as early as possible. Parents'/Carers' views are central to this process, and you can be as involved in this process as you want to be.

3. **Education, Health and Care Plan** - Sometimes it is agreed that a higher level of support will be needed once your child starts at primary school. In this case, a request for statutory assessment can be made to the Local Authority for an Education, Health and Care Plan (EHCP). This can be requested either by parents/carers or by the Inclusion Manager at Tanglewood. The request is considered by a panel of professionals by the Special Educational Needs and Disabilities Operations (SENDOPS) team. The Panel take up to 6 weeks to decide if they will agree to an assessment. Then, the assessment process can take up to 20 weeks to completion with a named school and a level of resourcing (funding).

How we support children with SEND

Our aim is to include children with additional needs in all aspects of classroom life. All staff are trained in a range of communication strategies, including Makaton signing, visual support such as visual cues, timetables and choosing boards. Classroom staff differentiate their interaction and teaching approaches with children by varying the level and complexity of their language, giving children more time to answer or process language, or model strategies to children which will help them develop their own words. According to children's individual needs provision also includes specific intervention groups including Attention Autism, Musical Communication, sensory activities, Intensive Interaction, Workstation using the TEACCH approach, Sensory Circuits and on occasions food play. All staff follow recommendations made by outside agencies such as speech and language care plans or reports from occupational and physiotherapists.

The Speech and Language Centre

The Speech and Language Centre, (Rainbow Room), provides a high level of speech and language therapy for up to 16 children (8 in the morning and 8 in the afternoon), who are identified as having severe and specific speech and language difficulties. These children are referred to the Rainbow Room by their Speech and Language Therapist at their local clinic and will generally have no other accompanying diagnosis. The final decision about who is offered a place in Rainbow Room is made by a panel of professionals at the SENDOPS office. Children attending the Speech and Language

Centre are based in Wonder Room and receive regular group therapy as well as individual sessions each week. These children are entitled to free transport should they live more than 2 miles away, until the September of the year in which they start primary school.

Additional Speech and Language Support

Children who do not attend the Speech and Language Centre, but who are already seeing a Speech and Language Therapist in clinic when they start at Tanglewood, may be offered additional support for their speech and language needs in nursery. We encourage any parents who have a concern about their child's communication to take them to a Communication Station where an initial assessment is made and advice given, to be shared with nursery. Details of this are available at reception.

Children with Social, Emotional or Mental Health difficulties (SEMH)

We have a positive approach to the management of all children's emotional needs with clear guidelines for behaviour set out in our Behaviour Policy. We strive to work in partnership with parents to encourage all our children to grow and develop personally and socially as well as academically.

Equality

At Tanglewood Nursery School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined on our Equality Policy and annual Accessibility Plan.

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary) that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified specific needs and disabilities to participate in the curriculum.

Children with Medical Needs

The named person for children with medical needs is the Inclusion Manager, Rose Harmer. We are committed to including children with medical needs. Once your child's place is confirmed please contact the Inclusion Manager if your child has diabetes, asthma, anaphylaxis, epilepsy or any other ongoing medical condition. We can then arrange specific training for staff and ensure a Care Plan is in place **before** your child starts.

Working with parents

We encourage parents to make an active contribution to their child's education and to share in the process of decision-making. We also support a 'Team Around the Family' approach where this is requested, with regular meetings with you and others working with your child, such as Health Visitor or outreach workers from the local Children and Families Wellbeing Hub. We aim to make sure you have all the information you need, and to support you in decisions about your child's education and development. The Inclusion Manager supports parents by advising which outside agencies may support the child and family and will also signpost you towards any parent information and support groups available locally.

We have a member of the Governing Body of Tanglewood who has a special interest in our provision for children with additional needs, and who meets every term with the Inclusion Manager.

We hope you feel supported at Tanglewood. As well as having plenty of opportunities to talk with classroom staff and/or Inclusion Manager about your child as the need arises, whenever possible we offer:

- Tea and Talk sessions for parents/carers to share ideas for messy play, imaginary play and language development at home.
- SEND Tea and Talks to meet with other parents of children with additional needs, to share ideas and offer informal peer support to each other.
- A Come and Play session each term for parents/carers, giving you a chance to spend time with your child in nursery and for them to show you all their favourite play.
- Regular 'One Planning' meetings on a termly basis either in person, video call or a phone call.

- Parents' observations of speech therapy, and workshops organised by the Speech and language Therapists, so parents can find out ways in which they can support their child at home.
- Links with the Health Visitor service and local Children and Families Wellbeing Hubs, which offer courses and outreach support for managing behaviour and parenting challenges within the home.
- The Local Authority Local Offer can be found at www.essex.gov.uk/Education-schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx

Moving into Primary School

This is a big step in your child's life, and we work closely with local schools to make it as smooth as possible. During the summer term, staff from primary school will visit to meet your child and to talk to staff. A meeting with parents and staff from Tanglewood and your child's new school can be arranged to share the One Planning or EHCP. If necessary, additional visits to the school may be arranged, and a child may be supported during some of these visits by a member of staff from Tanglewood.

Storing and Managing Information

All One Planning paperwork and relevant advice from outside agencies is stored in lockable filing cabinets, accessible only by staff. The Inclusion Manager keeps electronic copies of One Planning on a secure drive for access by the Senior Leadership Team and class team. Any confidential and highly sensitive information is stored within the school office. Please see GDPR policy for further information and guidance regarding sharing information with other settings; particularly Primary Schools.

Training

Training needs are identified through analysis of data, during child progress meetings, or through performance management discussions. All staff take part in regular in-house training, which is led by the Inclusion Manager, subject leaders or other professionals.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The Inclusion Manager regularly attends SEND cluster meetings and local authority meetings in order to keep up to date with local and national issues in SEND.

Comments, Concerns and Complaints

We are continually trying to improve what we do, and you can play a part in that by giving us your comments. Please come and talk to your child's class teacher or the Inclusion Manager if you have any concerns about how we are supporting your child's educational needs, so that we can deal quickly with them. Further details are available in our Complaints Policy (available online or at the school reception).

We very much look forward to working with you and your child. If you have any questions about additional support for your child, please don't hesitate to contact our Inclusion Manager.