



Peartree Way Nursery School

SEN Information Report

Based on Model Policy	n/a
Review Body	Fully Governing Board
Date issued	November 2021
Review Date:	November 2026
Review Frequency	Annually. Reviewed: Nov 2021, Nov 2022, Nov 23, (updated SEN Governor Summer 2024) Nov 24, Nov 2025

Headteacher: Siân Gardiner Signed: <i>Siân Gardiner</i> Date: November 2025	Chair of Governors: Kathryn Evans Signed: <i>Kathryn Evans</i> Date: November 2025
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Peartree Way Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including “extremist” views, will be actively challenged.

Peartree Way Nursery School Special Educational Needs (SEN) Information Report

Special Educational Needs Co-ordinator (SENCO) Siân Gardiner- head@peartreeway.herts.sch.uk

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Inclusion Lead- Oana Vacaru- o.vacaru@peartreeway.herts.sch.uk

Governor with responsibility for SEN- Mary Pond- m.pond@peartreeway.herts.sch.uk

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all children is monitored on entry and periodically throughout their time with us. Children who are not meeting age appropriate expectations will be identified and their learning will be discussed with their parents/carers so that together we can plan to support them to make rapid progress. Those children will be highlighted to all adults working with them and the Special Educational Needs Co-coordinator (SENCO) so that everyone who comes into contact with each child knows how to help them. High quality teaching will target the areas for development. Parents will be kept fully informed of this at parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put additional support in place and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes the views of the parents and child concerned. If there are indications of a difficulty which is a barrier to learning then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEN issues should in the first case talk to their child's key person.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas for development. This might include the use of visuals, now and next boards, Makaton signs, language scaffolding, and targeted support resources. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult and could include 'attention-bucket' activities, Wellcomm support or targeted speech and language activities. This will usually take place within the classroom as part of the session to maximize the impact. However, children may be withdrawn if they need to be in a quiet space to listen without distractions. Interventions can range from

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a short daily session to longer less frequent sessions in a week, depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in the class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCO provides advice, monitoring, and links with outside agencies. The school governor for SEN oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

3. How will I know how my child is doing?

Our high expectations of each child at Peartree Way Nursery School, coupled with planning to meet their needs, usually ensures that children are making at least expected progress and frequently better than expected progress. However, in spite of this, some children still require additional support to reach expectations. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

A detailed assessment which draws on the teacher's knowledge and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the child's own views takes place. This ensures that any barriers to learning are identified and effective

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provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact. When children cannot communicate with words their reactions, emotions and gestures are observed closely so that their feelings are always respected. Our Peartree Way Provision Map- (Appendix 1) details the support available across the seven curriculum areas.

5. What support will there be for my child's overall well-being?

All staff are highly skilled in implementing personalised effective positive behaviour strategies and working closely together with parents and children to develop strategies that can also be consistently used at home. Children have regular opportunities to speak to the key staff members when they need advice, guidance or support. The school has a Positive Behaviour policy which is published on the school website. We liaise with the Family Centre team and other professionals to enable our staff to provide support for children's social, emotional and mental health needs. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children and staff with medical conditions and shared with all adults who work with the child including lunch time staff. There is a designated school nurse within the 0-19 health professionals team who works together with parents and staff to meet a child's well-being and mental health needs. In some instances, following advice, this will require referring a child to access a specialist support service.

6. What specialist services and expertise are available at or accessed by the school?

All staff have been trained to recognize indications of SEN. Individuals have developed skills in supporting needs including behaviour support, autism, communication, language and literacy difficulties, early reading support, difficulties with physical skills including dyspraxia, speech and language and signing. The school is able to link with health professionals including speech and language therapists, occupational therapists, physiotherapists, health visitors and SEN advisory teachers. The school can also access outreach services through the Family Centre and our local DSPL

7. What training have the staff, supporting children with SEND, had or are having?

All staff hold a First Aid qualification and all staff receive Safeguarding training from an external provider on a regular basis. There are paediatric first aiders in each classroom and DSL's (designated safeguarding leads) for safeguarding concerns. Key Early Years staff have had training from speech and language therapists so that an

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accurate assessment of a child's language needs is done on entry to school and appropriate provision implemented. Other staff have received training in Speech and Language Support, Autism support, dyslexia, reading skills intervention, behaviour strategies, gross and fine motor skills difficulties e.g. dyspraxia, signing, and communication in print visuals. All keyworkers are trained, or participating in training, to a minimum of NVQ Level 2, with the vast majority holding a Level 3 qualification. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

8. How will you help me to support my child's learning?

Parent's consultations are held each term to keep parents fully informed of their child's progress. Parents are involved in regular, termly reviews where extra support has been put in place and their views are contacted at each opportunity to help support their child's learning. Children are encouraged to try out activities at home so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

The Inclusion Lead has access to a wide range of support from local agencies and services and is able to signpost parents effectively.

9. How will I be involved in discussions about and planning for my child's education?

There are formal occasions such as Parent's consultation meetings where parents are involved in discussions about their child's education. However, we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or plan a meeting where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body. Parents of children with SEN are regularly involved in discussions throughout the review and referral processes.

10. How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is able to be kept safe from harm and strategies are put in place to mitigate this. Children with SEND are included on all school trips and, when appropriate, additional staff are deployed. Parents are consulted to ensure full participation and active

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engagement of all children.

11.How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND. Accessibility support is provided, where appropriate, for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure these needs are fully supported. Specialised equipment, health and physical needs are fully catered for within the school environment and our physical facilities are accessible to all our children and families. In our carpark we have a disabled parking space which is accessible to our families. We do not currently have a fully accessible toilet, however an alternative to current provision is being actively sought. We endeavor to make all our areas accessible, please do contact us if we can make our provision more accessible for you and your child.

12.Who can I contact for further information?

The headteacher can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child or our accessibility arrangements. You may feel it is more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office and published on our website.

13.How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a comprehensive transition program in place run for children new to the school or leaving the school. Typically, this would include visits for the parent and child prior to starting with us, information packs which include photographs of the setting and key staff, home visits offered for those new to setting and shorter, settling-in sessions during the child's first week. Adaptations and adjustments to this process are made to meet specific individual needs. We liaise directly with the primary schools that we feed into, sharing information and arranging additional visits for those children who would benefit. We are also part of Hertfordshire's 'smooth transitions' program which facilitates the sharing of information between EYFS and school settings. The level of transition support offered is dependent on and tailored to, each child's needs, age and development. If you have any concerns that your child is worried about changes or moving on, please contact your child's keyworker.

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14. How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget to support children with SEN. This is used for resources to support the progress of children with SEND, to deploy Early Years Assistants to meet the needs of children with SEND, buy specialist equipment or facilitate specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority called Early Years Inclusion Funding and Focused Intervention Funding (FIF)

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the program of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The Hertfordshire Autism Quality Offer aligns with the SEND Quality Offer - Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs and includes links to resources and training available to settings across Hertfordshire. You can access the Hertfordshire Autism Quality Offer at <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshire-autism-quality-offer.pdf>

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Appendix 1- Peartree Way Nursery School- Provision Map

Peartree Way Nursery EYFS Provision Map 2025-2026

This document needs to be used in conjunction with the Herts EYFS progress tracker in order to identify children who are below or above expected level or who are not making satisfactory progress.

Cohort: 2025 - 2026		Teacher(s): SG/SP/OV/SE/CM/KS		Date: December 2025	Year group: Preschool, Voyagers Nursery AM & PM, 30 Hours
Personal, Social and Emotional Development (PSED) All Children		Communication and Language (CL) All children		Physical Development (PD) All children	Special features of this cohort: 98 SEND: 15% EYPP: 34% EAL: 33% Deferred Reception start: 0 Attendance: High proportion of 30 hour funded children: 55 Slightly lower number of girls as compared to boys.
Literacy (L) All children	Mathematics (M) All children	Understanding the World (UW) All children		Expressive Arts and Design (EAD) All children	
Provision in place to meet the needs of all the children (themes and commitments of the EYFS considered)					
Quality first teaching for ALL children		Additional provision for PSED for SOME children		Additional provision for CL for SOME children	Additional provision for PD for SOME children

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We support the 'unique child' by building strong relationships with families before the children start. We are providing more face-to-face transition sessions following COVID-19 Lockdown procedures. ALL families are invited to a number of 'stay & play' sessions throughout the year and once their children start to discuss progress. ALL parents complete an 'All about me' form to support with information sharing prior to starting. ALL families are supported to complete a family book which helps with settling – we offer to print photos to all families Every child has a Key Person. We observe how the child settles using the well-being and involvement scales and when assessed using the Birth to 5 & Development Matters guidance we plan children's next steps using their interests. ALL children have a personalized coat peg. Through focused observations and consideration to <i>The Characteristics of Effective Learning</i> we aim to provide high quality teaching in a variety of contexts. Carefully planned small group opportunities ensure learning and next steps are accessible to all children, both indoors and outdoors. Levels of involvement, wellbeing and schemas are included in observations. We use a positive behaviour approach supporting all children and this is reflected in our corresponding policy. Children are provided with experiences and support which will help them to develop a positive sense of themselves	Visual signs to support instructions. Increased focused observations Regular turn taking activities, getting to know your activities planned and supported by familiar adults Timers used to support turn taking Signing – more, finished and help. Modelling desired behaviours Use of the Sensory resources, sensory room. Additional provision for PSED for a FEW children Individual Assessment of Early Learning and Development (IAELD) summary in place to support target setting. Sensitive 1-1 adult support, with planned opportunities for developing social interactions 1 - 1 sessions to develop sensory play 1 – 1 adult modelling & supporting turn taking games 1 – 1 session using the Attention Bucket Implement advice from outside agencies e.g. Communication Disorder Team and Early Years Send Team	Visual signs to support instructions. Increased focused observations Targeted planned sessions supporting speech and language using Wellcomm / Speech Pronunciation Visual support e.g. puppets to model communication, eye contact, circle games Practical resources Additional provision for CL for a FEW children Individual Assessment of Early Learning and Development (IAELD) summary in place to support target setting. Sensitive 1-1 adult support to encourage interaction with peers in small groups. Targeted Speech and Language programme to include modelling, extending language and naming and learning new words. Targeted planned sessions supporting speech and language using Wellcomm Wellcomm focused sessions with targeted children. Attention Autism sessions	Adjustments and enhancements to continuous provision using specific resources to develop physical skills Increased focused observations and identified next steps Key group planning targeting skills development and safety awareness. Support to meet personal and self-care needs Additional provision for PD for a FEW children Specialist resources e.g. Scissors, large peg puzzles, stress balls, large balance plates, stacking cubes, objects to spin, large mark making tools, sensory chew toys, large bean bag, sensory toys. 1-1 adult to support hand and over hand to access and use some equipment, engage in physical activities outside, support personal hygiene, care for personal needs and access snack.
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and of others; respect for others; social skills; and a positive disposition to learn these include visual timetables, visual prompts which support instructions. On entry assessment and regular children's progress meetings (Child Check Ins) enhance provision and ensure progress. Gaps are identified within the cohort to establish which areas the children are working below age related expectations in and enhancements are provided within the continuous provision. Strengths are identified within each area of learning so that children are challenged have the potential to exceed expectations. Weekly sing and sign sessions to support communication Transitions from feeder settings are supported and close links with our neighbouring primary schools support transition into reception. Liaison with key partners and other professionals support our integrated practice & partnerships. E.g. Early Support and Families First assessments are used where appropriate. Mindfulness included within the session for all children	Visual cues to support developing routines Now/ next boards using visual cues, Objects of reference, Visual cues used in timelines Specialist resources e.g. action/reaction toys. Attention Autism sessions <i>Targeted staff meetings to discuss and agree strategies</i>	<i>Intensive Interaction</i> used as a strategy to support communication Very simple language used with 1 or 2 key words Use of symbol cards or objects of reference to make choices to support communication Now/ next boards using visual cues/ objects of reference to support making choices with an adult to support 1-1 adult uses personal visual timelines to reinforce routines and prepare for change Visuals to encourage communicating needs and wants when appropriate Increased Makaton signing to support the use of language		
Parents as Partners Key Person systems support attachment and work with parents in their role as first educators	Additional provision for L for SOME children Targeted adult support during child-initiated play to encourage mark making experiences, listening, sound recognition	Additional provision for M for SOME children	Additional provision for UW for SOME children Targeted support during child-initiated play to engage with the environment.	Additional provision for EAD for SOME children Targeted support during child-initiated play to engage with the available resources.

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Special Access Arrangements for Children with Disabilities: Curriculum: Large peg puzzles, sensory room accessible, spring scissors, large mark making materials Physical Environment: Space cleared to enable safe navigation and manoeuvrability.	games, rhyming games, targeted children share books with adults, targeted phase 1 of letters & sounds Additional provision for L for a FEW children Sensitive adult 1-1 support to encourage large mark making experiences, listening, voice play, sound recognition games, intensive interaction	Targeted support during child-initiated play to engage with numbers, shapes, construction, water play, sand play etc. Daily opportunities for counting for targeted children, busy finger times, questions to support children's critical thinking Challenge MA children during child-initiated learning through games, extending language opportunities. Additional provision for M for a FEW children Sensitive adult 1-1 support to encourage exploration of tactile numerals, shapes and big/little objects with adult naming appropriate simple language.	Targeted enrichment activities through EYPP Additional provision for UW for a FEW children Sensitive adult support 1-1 to encourage looking at the world around them, hand over hand to use ICT equipment to support interests.	Additional provision for EAD for a FEW children Sensitive adult intervention 1-1 to encourage exploration of creative materials, hand over hand if required.
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