# Scartho Nursery School

## Special educational needs (SEN) information report

## 2026

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can ask a member of staff to make a copy/send you the policy.

**Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|---|---|

| | |
|---|---|
| **Communication and interaction** | Autism spectrum disorder (ASD) |
| | Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

## 2. Which staff will support my child, and what training have they had?

### Mrs Bate our Head Teacher is also the SENDco - head@scarthonursery.co.uk

01472 872129

Mrs Bate has been the Head Teacher for 4 years and qualified with a Ba Hons Degree in 1997

Mrs Bate has attended Team Teach Training

Mrs Bate has recently completed the Special Educational Needs and Disability Level 3 Accredited

Completed April 2026

Mrs Bate allocates approx. 3 hours per week to SEN

### Assistant SENCO

Our assistant SENCO is Mrs Lawrance who is also the Deputy Head Teacher

Mrs Lawrance has recently attended Team Teach training November 2026

### EYP's

All of our Early Years Practitioners receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Mrs Pirie has done additional training as follows:

SEND Level 1 Basic Awareness

NCFE Cache Level 2 Certificate in understanding Behaviours that Challenge

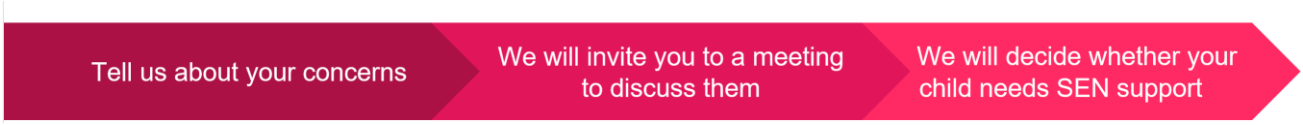
Team Teach

### External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?




If you think your child might have SEN, the first person you should tell is your child's teacher.

Talk to your child's key worker about your concerns. They will pass this onto our SENDco

You can also contact the SENCO directly on 872129

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our teaching staff are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If staff have any concerns that a child is still struggling to make the expected progress, they will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's key worker, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

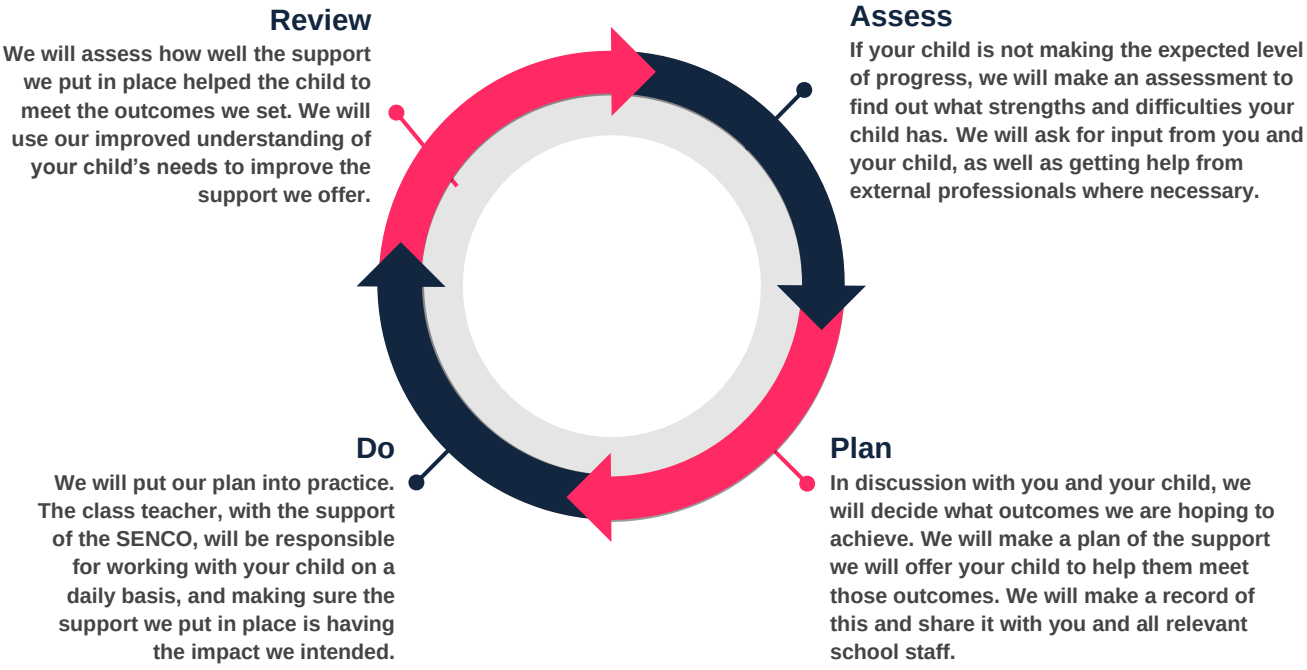
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.




As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will meet with you to discuss any areas we are working on to support your child.

A report will be given to the parents on their outcomes and strategies we shall use.

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact us.

## 7. How will my child be involved in decisions made about their education?

At Scartho Nursery School we believe that every child's voice matters regardless of their developmental stage, communication style or ability. Their involvement is deeply centred on observation individualised communication and removing barriers to choice. This can be expressed through, gestures eye gaze, hand leading body language and emotional responses.

## 8. How will the school adapt its teaching for my child?

Your child's key person is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|---|---|---|
| **Communication and interaction** | Autism spectrum disorder (ASD) | PECCS<br>Visual timetables<br>Social stories |
| | Speech and language difficulties | Speech and language therapy |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Allow processing time<br>Repetition of skills |
| **Social, emotional and mental health** | ADHD, ADD | Quiet spaces<br>Sensory Room |
| | Adverse childhood experiences and/or mental health issues | Quiet spaces<br>Sensory Room |
| **Sensory and/or physical** | Hearing impairment | Sensory Room |
| | Visual impairment | Low lighting |
| | Multi-sensory impairment | Sensory Room |
| | Physical impairment | Sensory Room |

These interventions are part of our contribution to North East Lincolnshire's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions half termly
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

Through our local authority we can apply for Early Years Inclusion Funding to support the needs of individual children

This can be used for the following:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

No pupil is ever excluded from taking part in our curriculum because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included if it is safe and appropriate to do so.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Any child can apply for a place with us regardless of having a disability or any prospective SEN

## 13. How does the school support pupils with disabilities?

Our Accessibility Plan is available from the office and on our website

This will show you how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

## 14. How will the school support my child's mental health, and emotional and social development?

- We have a 'zero tolerance' approach to bullying.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

We arrange transition meetings and for the new teacher to visit us.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO Mrs Bate, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Contact North East Lincolnshire for details

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at North East Lincolnshire SEND Local Offer

https://sendlocaloffer.nelincs.gov.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://nelsendiass.org.uk

Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages