



Lancing Prep Worthing

A Lancing College Preparatory School

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) NURSERY PROVISION 2026 - 2027 (NURSERY SEND INFORMATION REPORT)

**Reviewed in September 2025 by C Flower, and in September 2026 by A Bennet and E Street
Next review due: September 2027**

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs and Independence

LPW Nursery values the abilities and achievements of individual children and is committed to providing each child the best possible environment for learning and development. We aim to provide learning experiences that are differentiated to meet the needs of each child. In doing this, we minimise the difficulties that children may experience. However, some children will experience greater difficulty than others and will need extra support to enable them to make progress. We recognise the need to identify emerging challenges by:

- Monitoring and reviewing the progress made by children
- Responding to individual needs
- Overcoming potential barriers to accessing activities for learning

Our Nursery Special Education Needs Co-ordinator (SENCo) is Miss E Street, Head of Nursery and Pre-School, who oversees the provision for children requiring additional support. The School's SENCo is Miss Amie Bennet.

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

- A child may enter Nursery with identified additional needs and already be known to other agencies. We aim to gain as much information as possible from parents and other professionals involved with the child before their start at LPW Nursery to establish the support needed.
- Parents may raise a concern about a child's development. Parents are welcome and encouraged to discuss any concerns they may have (concerning their child's development or behaviour) with the SENCo/Head of Nursery.
- Nursery staff or another professional may raise a concern regarding a child's development or presentation.

Staff make observations, and if they have concerns about a child's development, they will arrange to meet with parents to gather information. Ways forward will be discussed and, if necessary, an Individual Support Plan will be used. It may be necessary to refer the child to outside agencies for further assessment or guidance. In this instance, parents will be fully supported and involved in the process. Parental permission must be gained before referral.

- All children in LPW Nursery have a Key Person who is responsible for assessing the children's progress against the EYFS Development Matters.
- For our 2-year-olds, this is called a 'Two Year Progress Check', which is carried out between your child's second and third birthday, this is sometimes carried out with another professional if there are some concerns about a child's development.
- An assessment of your child will be made during their first term of starting in Nursery, again towards the middle of the academic year (March) and then again towards the end of the year (July). These assessments give a clear indication of the progress your child is making and where there may be difficulty appearing. In addition to this, Staff will be making daily observations and assessments of your child's progress, which will be posted in the child's Tapestry Learning Journal.

For those children already receiving support from other professionals (e.g. Health Visitors, Speech and Language Therapists, and Paediatricians), we will work with them and follow their advice/strategies within the Nursery.

It is important, however, to remember that there are many reasons why children experience difficulties, and it does not necessarily mean that they have Special Educational Needs. Many children need short periods of extra support to help them at different points of their learning. There will always be children in the nursery who will benefit from small group work or individual support for speech and language development. These children will not be identified as having special educational needs.

2. How will Nursery Staff support my child?

We aim to meet the needs of children within our Nursery whilst recognising that some children may have special educational needs that require staff to adapt the learning environment and their teaching. We know that some children may have difficulties in more than one area, and we will always do our best to meet their needs.

We recognise that every child is unique and that children learn and progress at different rates and in different ways. Through our Key Person system, we gain knowledge of each child's needs and, coupled with our tracking and assessment records, we can see where a child might need additional support, enabling us to vary our practice and give support based on the specific needs of each child.

We use a graduated approach to identify SEN and then plan appropriate support. Staff complete regular observations for each child, making informed judgments on progress using the Early Years Outcomes. If a child's progress gives cause for concern, we will provide learning opportunities using alternative approaches before additional support is considered.

We hold regular staff meetings to discuss observations of children and highlight any children who are making less than expected progress and therefore may require further support due to additional needs.

The SENCo will make time to observe the child and will support Staff to put strategies in place. These concerns will also be raised with the parents. A planned meeting with parents, the

SENCo and the Key Person will take place if this is felt appropriate. Below expected levels of development and slow progress do not necessarily mean a child is recorded as SEN.

Online learning journals are used by staff to observe and record children's learning and development and to make assessments. Parents are encouraged to contribute to these.

A 'Two-Year-Old Progress Check' is written for each child between the ages of 24-36 months, detailing their attainment in the three prime areas of learning and identifying next steps which are shared with parents.

Staff use their knowledge of child development and assessments to identify children who may need additional support. Curriculum meetings are arranged for the start of each term and parent consultations are held twice a year to discuss learning, development, next steps and any parental or staff concerns.

Contact can be made with 'Early Help', which forms part of West Sussex Early Childhood Service. The team offer specialist advice to settings to develop inclusive practice and support children in nursery.

Staff liaise with children's parents to share crucial information about progress made, as well as identifying any potential developmental concerns if the child is not making expected progress in line with age-related expectations. Parents will be requested to give consent for closer monitoring.

If parents, the child's Key Person and SENCo feel a child's needs will be best supported by a more targeted approach to enable them to make expected progress across the EYFS curriculum, they will meet to discuss where each feels the needs arise; this is an important discussion as it gives us the chance to see what matters to the parents. From this, they will together devise a plan for identifying one or more short-term targets which the SENCo will collate into a one-page profile leading to an 'Individual Plan' (IP). This identifies the child's strengths, what makes them happy, strategies to support them, the agreed targets and how adults will support the child to achieve them.

The 'IP' will run for a term before review, when, together, we will assess progress. Sometimes targets will be carried over to continue for a bit longer, or we may, at that point, decide that no further action is needed. Frequently, they will be changed to take account of the child's progress. This is an additional process that runs alongside the continuing assessment Key Persons make for each child in the Nursery.

If a child is identified as having SEND, staff will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided and implement a four-stage graduated approach – Assess, Plan, Do and Review. (Assessment of needs: Plan targets for the child, carry out the targets and Review the targets). Your child's progress will be reviewed regularly, and if staff are concerned that they are not making as much progress as expected, with your permission, we will seek further advice and or involvement of outside professionals such as a Speech and Language Therapist or Physiotherapist.

If a child needs additional adult support, above what is ordinarily available, then the SENCo may apply for some short-term SEN inclusion funding from West Sussex. If a child has additional long-term and complex needs, the SENCo may apply for an EHCP (Education, Health Care Plan) assessment.

Our SENCo will work alongside Key Persons and monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having an impact on their development.

Staff are encouraged and given the opportunity to undertake further training to support children in the setting or to develop their own personal skills.

3. How will the curriculum be matched to my child's needs?

All Staff in the Nursery will work with your child during their time at LPW. However, your child's Key Person, in consultation with the SENCo, has the responsibility for planning any additional support or activities for your child.

Regular observations, monitoring and assessments of the children give staff the information they need to establish 'where the children are' and 'where they need to go next.' Following this, 'Next Steps' are established, which inform our planning, allowing experiences to be provided which are appropriately differentiated to match each child's specific needs.

Meeting the individual needs of all children lies at the heart of the Early Years Foundation Stage (EYFS). Staff deliver personalised play and learning, planning for each child's individual care and learning, and considering any additional needs.

We consider that good practice for children with SEND is good practice for all children and aim to offer challenging and rich learning experiences in all areas of development for all children, including those with SEND. We aim to integrate children with SEND as much as possible, as much as this is useful to them. Support, as far as possible and where appropriate, is offered within the Nursery classrooms and as part of usual Nursery routines, in mixed groups, rather than separately.

In addition to any IPs that may have been drawn up for your child, our day-to-day planning is differentiated by the children's needs. For example, we might decide that to meet the needs of a particular child, specialist resources may need to be used (i.e. communication aids, physical equipment or experience), or we might decide that a child's needs can be met by presenting the activity differently (i.e. using simplified language, modifying furniture or classroom layout). As much as possible, we offer these in mixed groups with or alongside children developing at age-expectation. We have a flexible approach based on the child's needs, not what is convenient or conventional.

In the case of child-led activities, staff will sensitively support and extend your child's learning, taking into account their particular needs and the current targets.

We recognise that children are at different stages in their learning and learn in different ways. We therefore use a variety of strategies and resources to meet the needs of individual children, including the use of Makaton signing and other visual support materials, such as visual timetables, pictures on lanyards and 'now and next' boards. For some children, we may decide to monitor their progress using Birth to Five. This takes the Early Years Foundation Stage curriculum and breaks it down into smaller steps.

We take advice from specialists such as occupational therapists, physiotherapists, speech and language therapists, clinical psychologists, and others to inform the plans we make for children with SEND.

We recognise that parents know their children best and work in partnership with the child's parents to achieve the best outcomes for the child. Regular meetings between key persons and parents to review children's progress ensure that the individual needs of all the children are met.

4. How will both the Nursery and I know how my child is doing, and how will you help to support my child's learning?

In the Nursery, we operate an open-door policy offering daily opportunities for informal conversations between staff and parents. A private meeting can be arranged at any point during the academic year if more time is needed to discuss progress or concerns.

Assessment is central to measuring children's progress and planning to meet their future needs. It is an ongoing process that takes place daily, weekly, and termly through both formal and informal approaches.

Staff use their knowledge of child development and ongoing assessment to identify children who may need additional support. Curriculum meetings are held at the start of each term to plan, review, and adapt learning. Where appropriate, contact may be made with the Early Years Team, part of the West Sussex Early Childhood Service, which provides specialist advice to support inclusive practice and meet children's needs within the nursery.

Termly parents' meetings are held to share the progress children are making, discuss next steps in learning, and explore ways families can support learning at home.

A 'Two-Year-Old Progress Check' is written for each child between the ages of 24-36 months, detailing their attainment in the three prime areas of learning and identifying next steps, which are shared with parents.

Online learning journals are used by practitioners to observe and record children's learning and development and to make assessments. Parents are encouraged to contribute to these.

Information and courses for parents can be signposted to support a better understanding of their child's individual needs and provide guidance on how to support their learning.

A weekly round-up is shared in children's learning journals, highlighting the week's activities. Half-termly newsletters are sent to parents, and weekly school newsletters are published on our website, providing information about upcoming events, parents' evenings, school assemblies, and outings or trips.

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

Your child's wellbeing is our top priority, and we realise that you, as the child's parent, hold the most knowledge about your child's wellbeing, preferences and comforts.

We always strive to understand your child's views on the work we are doing with them. With very young children, this can be difficult, but we take into account their responses to activities we do with them, and consideration is always given to their likes and dislikes when setting targets and planning activities. We will ask you for your views too – you know your child best and can give us useful information on how they might be feeling about the provision at our Nursery.

We prepare our children for their future by helping them develop their personal, social and emotional skills, and by giving them a joy for learning. We see these skills as being the fundamental building blocks for children to be able to access the curriculum and to develop as independent learners in the EYFS and throughout their lifelong learning. This is achieved

through careful planning, good role models, integration between classes and additional support groups.

- Any personal care needs – such as feeding and hygiene – will be carried out by your child's Key Person or another familiar member of the Nursery Staff. These arrangements will always be discussed with you beforehand, and we will value your guidance on your child's preferences.
- All Nursery Staff are trained in Paediatric First Aid. We ensure that any child with additional medical needs has an individual healthcare plan. We will write this with your help and use any advice available from health care professionals. It will be reviewed regularly and whenever anything changes. You will know exactly what we are doing to support your child's health needs and who is responsible for this. You will also know how medicines will be administered and stored.
- Children with SEND are able to contribute their views in a number of ways, including having a voice and using visual timetables, signs and symbols to help children communicate with others. Our Staff will willingly attend specific training if required to enable them to meet any child's specific needs.
- We have good contacts with local services which can help support parents and children socially, such as attending particular groups or meetings relevant to individual children. We have a behaviour management policy in place, which identifies behaviour management strategies.
- All children have their well-being and levels of involvement during their play regularly assessed using the 'Ferre Laevers' scales as part of the observations that Staff complete, if any concerns arise, we will talk with you to agree next steps and strategies to support your child.
- We are aware that some children's SEND can give rise to at times, more challenging behaviour, and we will work with you to ensure that you know how we will use positive behaviour management to support them.

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

We believe that a strong multi-agency approach is the most effective way to support a child with SEND. We welcome the sharing of information to plan appropriately to meet needs, but parental permission will always be sought before seeking external support. We encourage outside agencies to come in and observe the child interacting within the Nursery, which contributes towards children's targets. We also attend all key worker meetings with all agencies involved in the child's learning and development.

We encourage all Staff to continually update their skills and knowledge. We encourage training in specific areas depending on the current cohort of children to ensure we continue to meet the needs and requirements of our children.

We work closely with West Sussex County Council Early Years and Childcare Services for further assistance to enable us to better support children and families with specific needs. We work in partnership with: -

- Speech and Language Therapy Team
- Occupational therapy service
- Educational Psychologists
- Sensory Support Team
- CDC
- We receive additional support from the School's SENCo.

7. What training have the Staff supporting children with SEN had or are having?

- All staff receive training to help them meet the needs of children with additional needs. We take full advantage of West Sussex training courses; Staff have attended training for Promoting Positive Behaviour, Autism Awareness, the Solihull Approach, supporting children with hearing impairments, specialist courses for two-year-olds and Early Language Development.
- Additional training is available to those members of staff with particular responsibility for working with a child with additional needs. This is tailored to the child's particular needs.
- When children with specific needs attend Nursery, we welcome all professionals involved in their support into our setting; sometimes this will be Physiotherapists teaching us exercises for a child or how to use equipment, or Speech Therapists assessing children's speech in a social situation. We find the support, strategies and information that other professionals offer invaluable to us in supporting children's individual needs. We will ask you for permission before we arrange for health professionals and others to visit your child in Nursery.
- The Head of Nursery is our named Early Years Special Educational Needs Coordinator (EYFS SENCo/INCo) and maintains up-to-date knowledge through training and attending termly West Sussex SENCo Support and Inclusion meetings. The EYFS SENCo works closely with the child's Key Person and, in partnership with you to ensure that your child's needs are met. The SENCo identifies and actions any training needs within the Nursery to support early identification and intervention.
- The EYFS SENCo/INCo often collaborates with the School's SENCO who has further educational expertise.
- We continually reflect upon our practice and staff training is tailored to the current cohort of children at the Nursery and updated, when necessary, as well as looking at individuals' continuous professional development (CPD).
- Paediatric First Aid Training, Epipen, and Safeguarding Training is a rolling programme for all Staff.

8. How will my child be included in activities outside the Nursery, including trips?

- All children are included in all activities and experiences that take place in the setting, whether inside or outside.
- All children attend 'forest school/outdoor' sessions, Autumn and Summer Terms and have access to the gym and school hall throughout the year.
- All off-site visits require parental permission, and full risk assessments are carried out. Pre-visits are made before a trip to identify health and safety implications and accessibility for all children. Risk assessments identify hazards, and plans are developed to address concerns. Parents' views are sought when necessary and invited to join the trip if they wish.
- We regularly have visitors in the Nursery for the children to have an understanding of the world around them. These visits are also risk assessed, and a member of Staff remains with any visitors whilst they are on the premises.
- Support is targeted to the needs of the children, and appropriate strategies are agreed upon in consultation with parents, to ensure inclusion.

9. How accessible is the early years setting environment? (Indoors and outdoors)

- The Nursery is located on the ground floor and is organised across four rooms, all wheelchair accessible, as is access to the outside garden, school hall and gym. The bathroom

area is located within the Nursery with child-size toilets and hand-washing facilities. There is currently no wheelchair-accessible toilet in the Nursery.

- Parts of the main school are accessible by wheelchair, but not all, due to the widths of internal doors and stairs. The school has disabled toilet facilities within our main building. There are two accessible parking spaces in the school car park.
- Our Nursery is well-lit, spacious and has easily adaptable rooms. We have a variety of multilingual books and music, and activities relating to other cultures and backgrounds are strongly encouraged. We use visual aids around the setting to support SEND children and their families and help children make choices, and understand the routine of the day, offering structure on what is happening now and what is going to happen next.
- Signing and visual prompt cards are used to support children with speech and language delay and those whose first language is not English
- Where possible, we will translate any key information into other languages and liaise with parents whose first language is not English by using any other means possible, such as other relatives, outside agencies, and welcome translators to meetings.
- Resources are accessible at the child's level to promote independence.
- We ensure rigorous Health and Safety procedures and detailed Risk Assessments are completed where appropriate.

10. How will the Nursery prepare and support my child to join the Nursery and transfer to a new setting/school?

We understand that starting Nursery is a big step for most children and may be the first time that they have left their parents. Change can be challenging for children, and we recognise that transitions, for whatever reason, can produce anxieties and worries for both the families and children where there is a SEN, and we aim to offer whatever support is required to ensure transition is as smooth as possible.

We feel that a gradual transition into Nursery yields the best results.

- Once registered, we offer several taster sessions before starting to allow new children and their parents to familiarise themselves with the learning environment and meet the staff team. We suggest parents take this process gradually, perhaps with their child staying for an hour on the first visit and then building up to staying for a full session; this may be a longer or shorter time depending on each child.
- Our aim is that, wherever possible, children should also receive a Home Visit by the Head of Nursery and a second member of Staff before they start. This offers us an opportunity to learn about the child in the relaxed surroundings of their own home and helps them to settle when they do start in Nursery. It also allows all involved in the child's learning to discuss confidential information and any concerns parents may have.
- For children with SEND, we like to arrange an additional meeting with parents and child before starting at the Nursery. This gives parents a chance to talk about their child's needs before they start and allows us to put additional provisions in place.

In addition,

- If your child has additional medical needs, we will work with you to set up an individual medical plan so that you can be sure that we can meet your child's needs. We review medical plans regularly and whenever there are changes.
- When joining our Nursery from another setting, the Head of Nursery will ensure Nursery Staff read the child's file and any reports from the previous setting and, if applicable and with your permission, will discuss the child's needs with the previous setting.

For children moving on to School

- Once you have confirmation of your child's place, we will contact the school and encourage staff from the new school to visit us to see the children playing and working in a familiar environment. We provide them with an end-of-year report providing an up-to-date review of the child's achievements.
- Whenever a child with SEND moves to another school, we ensure all the relevant paperwork is forwarded to the new school (with parental permission), and our SENCo will ensure that the school is well informed of the child's needs. We suggest a transition meeting that includes parents, the Key Person, SENCo and any health professionals involved. This meeting allows the receiving school to talk face-to-face with all concerned, finding out what strategies have been effective and how the transition could be managed smoothly.

Children progressing through to our Reception Class, as we are on the school site, are invited to attend different events at the school giving the children an opportunity to visit 'big school' with familiar adults and to get used to routines.

- All children are discussed with their receiving teacher before the end of the summer term
- An additional transition meeting will be arranged for children with Special Educational Needs between parents, Key Person, Reception teacher and Nursery SENCo
- We also plan 'school days' for the children where they can dress in their new uniform and role-play schools, which enables the children to begin to become familiar with school. Extra class visits if needed, social stories, sharing photographs of the new school, and school transition books.
- We are always available to talk with parents about any concerns they may have about impending transitions.

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

- The nursery has a range of provision and resources, which are regularly reviewed.
- Any additional resources, including extra staff, are allocated in line with the individual needs of the children within the setting. If your child requires specific resources, such as visual aids or specialist equipment to support their learning and care, we will work closely with parents and relevant professionals to ensure their needs are fully met.
- If your child has needs that require a very high level of adult support, we may seek financial assistance from the local authority to provide additional staffing to help meet your child's needs.

12. How is the decision made about what type and how much support my child will receive?

- All children will have their learning and development regularly assessed in all seven areas of the Early Years Foundation Stage.
- Key Persons have termly progress meetings with the Head of Nursery/SENCo to monitor the progress of the children in their group.
- In discussions with parents, Key Persons and SENCo, we will identify if any extra support is required. During this meeting, an initial plan will be made with you about what next steps need to be taken. This may involve setting some IP targets or making referrals to health professionals, such as a Speech and Language Therapist or Community Paediatrician. If your child needs additional adult support in the Nursery, we will complete a Support Plan with you, detailing your child's progress and their needs. This will outline the amount of

additional support that might be needed and an application for additional funding will be submitted by the SENCo.

- A representative from West Sussex, usually our Early Years Advisor, will visit the nursery to observe the child for whom additional support is being requested. Discussions will take place between the Early Years Team, the nursery SENCo, and parents, leading to a decision by West Sussex regarding the level of support required.
- The support given to an individual child will be based on that child's needs, so the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly to make sure it is the best support for the child to make good progress. Support can be adapted, and other support can be put in place if needed.
- Head of Nursery oversees all additional support and regularly shares updates on SEN with Nursery Staff and the School's SENCo.
- Staff meetings within the Nursery will ensure that Staff will know the child's strengths and needs and how to support them.
- When children join the Nursery, support may be allocated based on the information provided by parents and previous settings.

13. How do we involve our parents?

Parents are the most important people in a young child's life. We therefore want to work in partnership with parents to enhance and support your child at this significant stage of their life. We value the knowledge parents have of their child and want to work closely with them to ensure that their child's learning is effective.

From the outset, we will involve parents by asking them to complete key information about their child, helping us to understand their interests, likes/dislikes and favourite toys/games/places. This sharing of information will be ongoing throughout their time at Nursery.

We make every effort to ensure a good level of communication with parents/carers, so they feel informed and knowledgeable about what is happening in the Nursery and how their child is progressing.

We do this through:

- An open-door policy where parents can meet with the staff daily (parents can share both successes and concerns)
- Formal and informal meetings to discuss observations and assessment
- Access to online learning journals where parents can add their comments and observations
- Termly Parent Consultations, collaborating to identify next steps for the children or review SEN support plans
- Annual Reviews for children with EHCP's
- Transition meetings for those children transferring to Reception Classes
- Each parent receives a copy of our EYFS Curriculum Directory, which outlines what our teaching strategies are; we also regularly send out letters advising what activities we intend to offer.
- Termly invites to support particular events, Autumn, Spring, Summer Assemblies; Summer concert; Christmas Celebrations, etc

The nursery welcomes any contribution that a parent or carer can make - spending time showing the children a pet, talking about their job or discussing a hobby or interest, reading a story or cooking a traditional dish. All parents are automatically members of the Lancing Prep

Worthing community and as such are invited to seasonal events/fayres, annual fun days, AGM's, etc.

14. Who can I contact for further information?

In the first instance, parents/guardians are encouraged to talk to their child's Key Person. Further information and support can be obtained from

- Head of Nursery and Pre-School and Early Years Special Educational Needs Co-ordinator (SENCo),
Miss Street: estreet@lancing.org.uk
- School's SENCO, Miss Amie Bennet: abennet@lancing.org.uk
- The Nursery department can be contacted by telephone on 01903 201123
- More detailed information regarding SEND can be found in our SEND policy, which can be found in the SEND section on the school's website: www.lancingcollege.co.uk
- West Sussex support for children with SEND can be found here (West Sussex Local offer): <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-and-advice/send-local-offer/>

15. Complaints

We encourage parents to discuss any concerns with their child's key person, SENCo or the Head of Nursery and Pre-School.

We work in partnership with parents, and it is vital to us that any complaints are dealt with calmly, swiftly and efficiently. Please see School's Complaint Procedure for further information.

This Nursery SEND Provision should be read in conjunction with the following LPW policies:

- Special Educational Needs Policy
- Curriculum Policy
- Teaching and Learning Policy
- Child Protection (Safeguarding) Policy

If children can't learn in the way we teach...we must teach in the way they learn. (I Lovas)