



Tenterfield Nursery School's Special Educational Needs and Disabilities (SEND)

Early Years Offer/SEN Information Report 2024-2025

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have Special Educational Needs (SEN) or are disabled, including those who do not have Education, Health and Care plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it. As part of this, the information below sets out Tenterfield's approach to how we provide for children with Special Educational Needs and Disabilities (SEND).

Introduction

We aspire to be a fully inclusive setting for all children and work hard to ensure that this ethos is central to and runs through our Values, Visions and Aims at Tenterfield.

Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

Aims

- Including everyone, celebrating differences and similarities between people and cultures.
- Everything we learn comes through play and fun
- Building the foundations for a lifelong love of learning through a child led journey.
- Learning is exciting, relevant, meaningful and irresistible.
- Fostering a can-do attitude to help children become resilient and independent.
- Understanding the importance of listening to each other, communicating in a kind and respectful way.
- Ensuring that we capture and build upon awe and wonder moments in the world.
- Nurturing well rounded and happy individuals.
- Developing imagination, exploration, investigation and independent thinking.
- Providing the freedom to explore and learn in an outdoor, multi-sensory environment.

Tenterfield Nursery School is committed to:

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



1. How does Tenterfield know if children need extra help?

All children:

- will have a key person who will get to know your child very well and develop a close, supportive relationship with them and you as parents/carers. You will have contact with your child's keyperson via Tapestry, catch-up phone calls/meetings to discuss their development.
- will have a home visit, pre-school/playgroup visit and stay and play sessions before they start at Tenterfield. At these visits we can discuss with you and practitioners from their previous setting, strategies for how we can best support your child.
- will spend some 'tuning in time' with their key person at the beginning of each term. This is a time when a key person will spend an extended period of time playing 1:1 with each child in their group, following their lead and interacting with them more closely.
- will have their learning and development assessed at summative, interim checkpoints during the year. We use our 4 Curriculum developmental milestones, for each of the 7 areas of learning in the EYFS to decide where a child is on their learning journey. Each key person will have a termly Pupil Progress meeting with the Head teacher to monitor the progress of the children in their group.
- will have a 'WellComm' speech and language screening. This is used to assess children's speech and language development and helps us to identify at the earliest opportunity if your child needs any further support in this area.

Some children:

- may already have an identified Special Educational Need or Disability before joining Tenterfield. Our Special Educational Needs Coordinator (SENCO), Holly Brankin will work with you and your child's key person to ensure that everything is in place before your child joins us.
- may already be receiving support from other professionals (e.g., health visitors, speech and language therapists, paediatricians). We will work with you to follow their advice within the Nursery.
- who are identified through observation and assessment as not yet meeting developmental milestone 1, will have more detailed assessments such as 'The Individual Assessment of Early Learning and Development' (IAELD) or the 'Early Support Developmental Journal' (ESDJ) to identify areas of strength and need in their development so we can plan how to support your child. Parents will be invited to meet with our SENCO to discuss appropriate support and interventions we can offer such as 'Attention and Listening groups', 'Speech and Language intervention sessions' and 'Nurture group provision'.

A few children:

- will be referred to seek advice from Herts Integrated Services for Learning (ISL), which includes; The Communication and Autism Team, Early Years SEND team, Educational Psychologists, Sensory and Physical Impairment team.

2. How will Tenterfield staff support my child?

All children:

- are supported in an inclusive, welcoming and caring environment by qualified, dedicated staff.
- will have access to an inclusive environment and resources that are matched to their needs and interests and appropriate for their stage of development.
- will have an online Tapestry Learning Journal which includes information from home and Nursery and is a visual record of their learning including observations that your child's key person has made and 'next steps' to further their development.



- will share with their key person each term 'what they are learning to get better at'.
- will have their learning and development assessed at summative, interim checkpoints during the year. We use our 4 Curriculum developmental milestones, for each of the 7 areas of learning in the EYFS to decide where a child is on their learning journey. Each key person will have a termly Pupil Progress meeting with the Head teacher to monitor the progress of the children in their group.

Some children:

- who are identified through observation and assessment as not yet meeting developmental milestone 1, will have more detailed assessments such as 'The Individual Assessment of Early Learning and Development' (IAELD) or the 'Early Support Developmental Journal' (ESD) to identify areas of strength and need in their development so we can plan how to support your child. This support will be through interventions such as 'Attention and Listening groups', 'Speech and Language intervention sessions' and 'Nurture group provision'.
- will have their needs assessed in partnership with you using a four-stage graduated response: assess, plan, do, review. We will meet with you to make an 'Individual support plan' for your child which identifies strategies to support them and specific things we will be working with them on that term. Each term we will review this with you and share ideas that you can use to support your child at home.
- who are displaying social communication difficulties will have their needs supported using the multi-professional SCERTS approach (Social Communication, Emotional Regulation and Transactional support.)
- may need support from an 'Family worker' in the Family Centre to work with you and offer support at home.

A few children:

- will be referred to the ISL team to seek advice and engage support from other professionals.
- may need 'Local High Needs Funding' to provide support for specific needs which will be applied for by our SENCO in partnership with parents.
- may need an 'Education Health and Care plan' assessment which will be made jointly with parents and our SENCO, Mrs Brankin.

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

All children:

- will have a key person who will get to know your child very well and develop a close, supportive relationship with them and you as parents/carers. You will have contact with your child's keyperson via Tapestry, catch-up phone calls/meetings to discuss their development.
- will have a 'touch-base' meeting during the first half-term that your child starts at Tenterfield. During this meeting they will discuss with you how they have settled into the Nursery, celebrate achievements, discuss current interests and share with you initial priority areas they will be focusing on with your child
- have parent contact calls at the end of each half-term to discuss how your child is doing and identify and share 'next steps' for learning to ensure your child is making progress in their learning and development.
- will have the results of their 'WellComm' screening shared with you.
- will have their achievements, including progress towards their 'next steps' and achievements from home, celebrated in our weekly 'Celebration Assembly'.



The parents of some children:

- will have more regular meetings with our SENCO, Holly Brankin, to discuss and review your child's 'Individual support plan'.

The parents of a few children:

- will have visits and additional reports from outside professionals who are working with your child.
- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.

4. How will the school's approach to teaching and learning be matched to my child's needs?

All children:

- will be supported by High Quality first teaching that is delivered by qualified and experienced staff who differentiate the curriculum to match children's needs and abilities.
- will have access to a high-quality and stimulating learning environment that reflects the children's interests and promotes independent learning.
- will be supported in their learning through a curriculum where key people maximise opportunities for teaching in action through 'Planning in the moment'. This is where practitioners join children in their play, scaffolding and extending learning whilst engaging with children in play based on their current interests and fascinations.
- will be supported in a communication friendly environment that includes visual timetables, Makaton symbols and signing, visual/symbol/photo cues and prompts. This is part of our 'Total Communication Approach' that promotes the use of many styles of communication being used together to support language development and interactions with children, not just solely relying on verbal communication.

Some children:

- will have an individual visual timetable and/or 'now and next' board or an individual communication book.
- will be part of our provision map that identifies specific needs that children may have and strategies/activities to help support and develop these.
- on the provision map, will take part in individual or small group sessions to work on specific areas of their development.
- will take part in individual or small group activities to work on particular areas of need that have been identified on their 'Individual support plan'.
- will take part in individual or small group sessions with a SEND EY practitioner, overseen with support from Mrs Brankin, our SENCO to work on areas of need identified in the 'WellComm' speech and language screening or to take part in an 'Attention and Listening', 'Sound awareness' or 'Attention Autism-Bucket time' group.

A few children:

- will need a highly differentiated curriculum, based on the advice of outside professionals, and/or an Education, Health and Care plan.
- will have specific aids provided or recommended by outside professionals.

Where necessary our Head Teacher, Mrs Beare, or Mrs Brankin will seek additional training for staff, if appropriate, to meet specific needs.



5. What support will there be for my child's overall wellbeing?

All children:

- will be supported by dedicated practitioners who are welcoming and friendly and take pride in providing a caring, positive and inclusive environment.
- have access to a safe environment where there are several quiet, cosy areas, including a sensory room, to relax and have some quiet time.
- will have their achievements at Nursery and at home celebrated in our weekly 'Celebration Assembly'.
- are supported by practitioners who are skilled in listening to children and provide good role-models for positive behaviour who follow our 'Therapeutic Approach to Behaviour' Policy.
- are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of well-being.
- will have any dietary requirements catered for.
- can access our fully integrated wrap-around care service that is open from 8am–5.30pm term time and 8am-4pm during holiday periods for 4 weeks of holiday periods. We work in partnership with a sports academy who also offer holiday club provision in our setting.

Some children:

- require personal care such as help with toilet training.
- may access our 'Nurture Group' that runs weekly alongside the Nursery session.
- may require support at home from a Family worker from the Family Centre.

A few children:

- may need a 'Risk Reduction plan' that highlights the strategies to be used during parts of the day/routine that a child is struggling to cope with and is focused on prevention and de-escalation at the earliest possible stage.
- with LHNF or HNF funding as part of their EHCP, will have a designated person to support their learning.
- may require specific support to help manage medical or specialised care needs.

6. What specialist services and expertise are available at, or accessed by, Tenterfield?

All children:

- are taught by well qualified staff who are experienced in working with children in the Early Years and are highly skilled in supporting children, whatever their stage of development.
- have access to family support, Outreach support, parenting courses/training, and holiday activities through our local Family Centre.

Some children:

- will require a referral to access support from other professional services such as a speech and language therapist or a health visitor.
- May benefit from accessing our 'Red Den' group which is for children with speech, language and social communication difficulties. It has a higher adult: child ratio and is based in a smaller room which is separate to the main Nursery. The staff are highly skilled in supporting where appropriate resources and sensory areas are available to the children.



A few children:

- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.
- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Local High Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment that involves the gathering of assessments and coordination of advice from all professionals working with the child.

7. What training and/or experience do the staff, supporting children with SEND, have?

All children:

- are taught by staff that hold relevant Early Years qualifications. In addition, we have three qualified teachers.
- are supported by Holly Brankin, (SENCO).
- are supported by staff including SEND Learning Support Assistants who are highly skilled and experienced in supporting children with a range of SEND and complex needs and disabilities including; Speech, Language and Communication Difficulties, Autistic Spectrum Disorder, Physical disabilities, Hearing Impairments, Cerebral Palsy, Downs Syndrome and Emotional and Attachment difficulties.
- are supported by staff who attend a weekly staff meeting, 5 INSET sessions a year and external training linked to SEND and to their own professional development.
- are supported by staff who have had training in; 'Supporting children with complex needs', 'How to run speech and language intervention groups', 'Supporting children with Speech and language difficulties', 'ELKLAN-speech and language support for under-fives', 'Developing Nurture Interventions in Schools', 'Attachment and Trauma training', 'Understanding sensory behaviour', 'Intensive Interaction', 'WellComm Speech and Language screening training' 'Developing a Therapeutic Approach to Behaviour', 'moving and handling training to support in the transfer of children who use mobility aids', 'Supporting children with Hearing Impairments', 'Supporting children with Downs Syndrome' and 'Using the SCERTS model in schools' (Social Communication, Emotional Regulation and Transactional Support).
- are supported by staff that have had training in and use Makaton signing as part of their daily interactions with all children.

Some children:

- will benefit from our SENCO attending termly update briefing meetings run by the Local Authority to keep up to date with the latest information and news.

A few children:

- will be working with outside professionals who guide staff on the next steps and strategies to use to support individual children.

8. How will Tenterfield help me to support my child's learning and development?

All parents:

- have regular access to their child's online Tapestry Learning Journal and are encouraged to contribute achievements and learning that happens at home.
- have parent contact calls at the end of each half-term to discuss how your child is doing and identify and share 'next steps' for learning to ensure your child is making progress in their learning and development.



- have access to bitesize parent learning videos on Tapestry where staff share with learning strategies and activities for you to try at home to support their child learning.

Some parents:

- will have more frequent meetings each term with their child's key person or Mrs Brankin to discuss 'Individual support plans' or strategies that are being used through the provision map to support their child.

A few parents:

- will be involved in 'Team Around the Family' meetings.
- will be involved in applications made for Local High Needs Funding.
- will be involved in applications made for an 'Education Health and Care plan' assessment.

9. How will my child be included in activities outside the setting?

All children:

- are seen as individual and unique and are invited and welcome to attend events and activities outside of the Nursery setting.

Some children:

- may require additional planning to ensure that they are safe and are able to participate in the visit/activity. In consultation with parents, we will decide what is best for each individual child based on the needs or concerns.
- may require special support aids or visual support aids that they use at Nursery to be available during the visit/activity.
- may need prior warning and visual prompts before the visit/activity to prepare them for a change in the routine.
- may require medicines to be administered whilst on a visit.

A few children:

- may require an individual risk assessment to be made prior to the visit.

10. How accessible is the Nursery building/environment?

All children:

- are taught and cared for in a safe and secure building which is on one-level and has no stairs. There is ramped access to almost all doorways/exits inside the Nursery.
- have access to an extensive outdoor area that has no steps.
- have access to toys and resources that are stored and displayed at child height to promote independence and easy access.

Some children:

- may need access to our nappy changing facilities.
- may need access to the modified changing toilet environment to ensure their intimate care needs can be met safely.

A few children:

- may need adaptations to existing resources/environment to ensure they can access them appropriately and safely.



11. How will Tenterfield prepare and support my child with transitions between home, settings and school?

All children:

- will have a designated key person
- will have a visit from their key person to their pre-school or early years setting before they start at Tenterfield.
- will be offered a home visit.
- will have settling in 'stay and play' sessions with their parents before they start at Tenterfield.
- will have been invited to a 'New Parents' information session and have access to our new parent handbook via our website.
- will have a staggered start as they join Tenterfield to avoid all new children starting Nursery on the same day.
- have any assessments from their previous settings shared with their new key person at Tenterfield.
- will have their assessments and achievements passed onto their next setting.

Some children:

- will follow a flexible settling-in period depending on their needs.
- will have additional transition visits to their next/previous setting.
- will have staff from receiving settings visit more than once.
- will have visits from the SENCO of their next/previous setting

A few children:

- will have a transition meeting where parents and other professionals meet together to carefully plan an individual transition to their next setting.
- will be accompanied to visit their new settings with a key person from Tenterfield.

Tenterfield invites all of the settings that children are moving on to, to visit them at Tenterfield prior to starting.

12. How are Tenterfield's resources used to support children's special educational needs?

All children:

- will receive a high adult to child ratio of at least 1:13 for 3-4 year old children and 1:4 in our 2 year-old provision.
- will be supported by a key person who completes observations and assessments of their learning and uses 'Planning in the moment' to engage with children in exciting and motivating play activities based on their 'next steps' for learning and current interests and fascinations.
- will be supported in their play by adults who engage in high-quality interactions with them that follow our 'Total Communication Approach'.
- will have access to a high quality, inclusive learning environment with stimulating resources that meet the needs of all children, is matched to their interests and appropriate for their stage of development.
- will have a WellComm speech and language screening assessment.
- will be supported by staff who receive training on supporting children with SEND through weekly staff meetings and regular professional development.



Some children:

- may receive support from our SENCO, Mrs Holly Brankin.
- may receive additional support from staff including SEND Learning Support Assistants who are highly skilled and experienced in supporting children with a range of SEND and complex needs and disabilities including: Speech, Language and Communication Difficulties, Autistic Spectrum Disorder, Physical disabilities, Hearing Impairments, Cerebral Palsy, Downs Syndrome and Emotional and Attachment difficulties.
- may receive support in our 'Red Den' group which is for children with speech, language and social communication difficulties. It has a higher adult: child ratio and is based in a smaller room which is separate to the main Nursery. The staff are highly skilled in supporting where appropriate resources and sensory areas are available to the children.
- who are eligible for 'Early Years Pupil Premium' (EYPP) funding, will have interventions and provision planned to help support any priority areas of development that a child may have and close any gaps in their learning that may be present.
- whose family receive Disability Living Allowance (DLA) qualify for annual Disability Access Fund (DAF) payments through our funding return. This money is used to pay for resources that will support their child with their learning and development needs.

A few children:

- will have 'Team around the Family' (TAF) meetings which engage a number of professionals together with you to plan what steps need to be taken to best support your child.
- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Local High Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment which includes the provision of High Needs Funding to ensure the child can have appropriate support for their specific needs.

13. Who can I contact for further information about the Early Years offer at Tenterfield?

- Our SENCO Mrs Holly Brankin or our Head teacher Mrs Vicky Beare.
- We encourage all parents to visit Tenterfield prior to applying for a place at the Nursery where individual needs and concerns can be discussed, and a plan can be made for how we can best support your child.

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

All children:

- will have their learning and development assessed at summative, interim checkpoints during the year. We use our 4 Curriculum developmental milestones, for each of the 7 areas of learning in the EYFS to decide where a child is on their learning journey. Each key person will have a termly Pupil Progress meeting with the Head teacher to monitor the progress of the children in their group.
- will have a 'WellComm' speech and language screening. This is used to assess children's speech and language development and helps us to identify at the earliest opportunity if your child needs and further support in this area.
- will be supported by staff who have regular staff meetings to ensure all staff know your child's strengths and needs and how to best support them.



Some children:

- who are identified through observation and assessment as not yet meeting developmental milestone 1, will have more detailed assessments such as 'The Individual Assessment of Early Learning and Development' (IAELD) or the 'Early Support Developmental Journal' (ESD) to identify areas of strength and need in their development so we can plan how to support your child. This support will be through interventions such as 'Attention and Listening groups', 'Speech and Language groups' and 'Nurture group provision'.
- in discussion with you, their key person and our SENCO may be identified as needing extra or further support which will be accessed if required.
- will have an 'Individual support profile/plan' that has been written with you and identifies their strengths and strategies to support their learning and development needs.
- who are eligible for 'Early Years Pupil Premium' (EYPP) funding, will have interventions and provision planned to help support any priority areas of development that a child may have and close any gaps in their learning that may be present.
- whose family receive Disability Living Allowance (DLA) qualify for annual Disability Access Fund (DAF) payments through our funding return. This money is used to pay for resources that will support their child with their learning and development needs.
- who Nursery School staff have identified through their observations and assessments, will be part of our provision map and will take part in individual or small group sessions to work on specific areas of their development.
- who Nursery School staff have identified through their observations and assessments, will take part in individual or small group activities to work on particular areas of need that have been identified on their 'SEND support plan'.
- will take part in individual or small group sessions with a SEND EY practitioner or LSA, overseen with support from Mrs Brankin our SENCO, to work on areas of need identified in the 'WellComm' speech and language screening or to take part in an 'Attention and Listening' or a 'Sound awareness' group.

A few children:

- have outside professionals involved who will meet with you and their key person/our SENCO and will advise on the need for an application for 'Local High Needs Funding' or assessment for an Education, Health and Care plan.

15. 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?

For further information about Hertfordshire's Local Offer go to:

[The Hertfordshire SEND Local Offer](#)

Delivering Special Provision Locally (DSPL)

DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that:

- Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible
- Improves outcomes for wellbeing and attainment
- Widens choice for children and parents/carers
- Removes barriers to learning
- Uses resources more effectively



There are nine DSPL Area Groups across the county that meet regularly to discuss what services are available and to influence how services are shaped and developed to ensure the children and young people with SEND in their area receive the right support in their educational activities.

Tenterfield Nursery School is part of DSPL Area 5. DSPL Area 5 (Welwyn and Hatfield) covers 32 primary schools, 5 secondary schools, 3 special schools and 3 nurseries.

Website: <https://www.dspl5.co.uk/>

Lead School: Green Lanes Primary School

DSPL (Area) 5

C/O Green Lanes Primary School

Green Lanes

Hatfield

Hertfordshire

AL10 9JY

Phone: 01707 262556 or 07799 740219

<https://www.facebook.com/DSPL5WelwynandHatfield>

Michele Johnson

Lead School Headteacher

head@greenlanes.herts.sch.uk

Hannah Mann-Smith

DSPL5 Manager and SEND Lead

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Fran Spooner, Early Years Support Worker (WGC)

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Leanne Marshment, SEND Parent Support Workers

parentworkers@southfield.herts.sch.uk

Julie Stokes, NESSie Arts Therapy Outreach

jstokes@nessied.com

Taryn Harcombe, Admin Support

admin@greenlanes.herts.sch.uk / dspladmingreenlanes.herts.sch.uk

Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

We support children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. We do this by providing free, confidential and impartial information, advice and support through our helpline service, online resources, at events and workshops as well as through individual casework.

How we can support you?

We provide unbiased information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. This includes:

- Education, health and social care
- National and local policy
- The Local Offer
- Your rights and choices



- Where you can find help and advice
- How you can access support

Contact Details:

[Home \(hertssendiass.org.uk\)](http://hertssendiass.org.uk)

Contact us

You can email us at:

info@hertssendiass.org.uk

or you can call us on:

Telephone: 01992 555847

Monday to Thursday 9.30am – 3pm

Friday 9.30am – 2.00pm

Herts Parent and Carers Involvement (HPCI)

HPCI is an independent parent carer led organisation which aims to improve services for children and young people aged 0-25 years who have special educational needs and/or disabilities. We do this by ensuring that family voices are heard by service planners and decision makers.

A parent carer forum is a group of parents and carers of children with SEND (Special Educational Needs and/or disabilities) who work with education, health and social care services and providers to make sure the services they plan and deliver meet the needs of children/young people with SEND and their families. Parent Carer Forums are recognised in the [SEND Code of Practice](#) (CoP ref 1.13).

How HPCI is Organised

HPCI is a CIC (Community Interest Company) and as such is a not-for-profit organisation. As a Company we don't have a Constitution but rather Articles of Association.

HPCI is an involvement organisation and as such does the following:

- provides SEND related information to our parent network
- organise events
- recruit, train and support parent carer representatives
- survey parents about their experiences and views on services
- work alongside statutory and voluntary sector services providing the parental perspective
- maintain links with support/voluntary SEND organisations working in Herts

Contact details:

[Herts Parent Carer Involvement \(hertsparentcarers.org.uk\)](http://hertsparentcarers.org.uk)

Email: contact@hertsparentcarers.org.uk

Telephone: 07840 360245