



**The Greenfield &
Hurst Drive Federation**

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Greenfield Nursery School SEND information Report/Offer 2026-2027

**Person/s Responsible: Fiona Ajose, Executive Headteacher
Deputy Headteacher, Hayley Nicolas
Hayleigh Baker, SENDCo
Policy Reviewed: January 2026
Policy Next Review: January 2027**

SEND Information – Greenfield Nursery

1) Who oversees for provision for Children with special educational needs and disabilities?

SENDCo: Hayleigh Baker

Contact information: admin@greenfield.herts.sch.uk

2) How does Greenfield Nursery School know if children need extra help and what should I do if I think my child may have special educational needs?

All Children:

- Have a home visit before starting the Nursery, this may identify any additional need.
- Are given a Key Person and are treated as individuals.
- Are observed and their progress is recorded in their online learning journal.
- All children are assessed in their speech and language skills using Terrific Talkers. Pupils who may benefit from extra support as early as possible. “Early action is critical to the future progress & improved outcomes, essential in helping children prepare for adult life” (SEND Code of Practice 2015)
- All children have their wellbeing and involvement monitored.
- Have their progress monitored by the Senior Leadership Team termly.
- re included on the `Provision Map` which specify support then offered to all, some and few children.

Some Children:

- We liaise with previous settings for information about development.
- May need additional assessment to identify gaps in learning such as the Early Support Development Journal, IAELD.
- Have additional professionals that identify and support individual needs, such as Health Visitors, Speech & Language therapists and/or occupational health team.

A Few Children:

- May be referred to the Family Centre/Health Service for additional support.
- May be referred to Herts Integrated Services for Learning (ISL) which includes Communication Autism Team, Early Years SEND Team, Educational Psychologists, and Sensory/Physical Needs Team.

If you have a concern about your child's development/progress in Pre-school, please speak to your child's Key Person. When in nursery and you have a concern please speak with your child's key person and/Class teacher.

3) How will Greenfield Nursery School staff support my child?

The SEND Code of Practice (2015) states a “graduated approach with 4 stages of action: Assess, Plan, Do, Review” is the best way to work with parents to meet a child’s needs.

All Children:

- Start their Learning Journal with information from home.
- are provided with `High Quality Teaching`
- have access to experienced staff who are Early Years trained.
- have a `key person` who will build a solid relationship with your child, ensuring individual needs/interests are planned for.
- have access to a Sensory room /quiet space.
- are taught strategies to support communication e.g., Makaton & visual routines.

Some Children:

- Are assessed using the `Early Support Development Journal or IAELD
- May have an `Individual Learning Plan`. Working in partnership with, setting & reviewing targets and giving your ideas to support your child at home.
- May need a different approach to learning, where reasonable adjustments are made so they make progress within the school.
- May access small groups and individualised learning opportunities within the Nursery.
- May be signposted to the Family Centre for support.
- Will receive Inclusion funding.

A Few Children:

- May be referred to Herts Integrated Services for Learning (ISL) which includes the Communication Autism team, Early Years SEND Team, Speech & Language Therapists & Educational Psychologist.
- May have an Education and Health Care Plan
- May require an adult to work 1-1 to support learning.
- May receive `Local High Needs funding`.
- May have access to a Nurture group lead practitioner and be assessed using the Boxall Profile
- Will have their information shared in a confidential manner.

4) How will I know how my child is progressing?

All Children:

- Development is monitored using OPAL (Observation of Play and Learning)
- Have 2 Spotlight weeks per academic year, which reviews development and learning. You will have access to this via the platform *Learning Journals*
- Progress is shared with parents at the end of Spotlight weeks and relevant next steps are shared
- Are welcomed into the setting with parents/carers, informal information may be shared during daily contact with your child’s Key person.

Some Children:

- Have a 2-year progress check which is then shared with your Child’s Health Visitor
- May have a home/schoolbook for communication between home/school
- Have regular review meetings to discuss progress and review targets in their `Individual Learning Plan`
- Families may have regular Early Support Team Around the Family meetings where there is multi agency involvement.

A Few Children:

- Will have regular meetings and contact from the SENDCo to ensure their child is receiving the best support
- Will have visits and reports from outside professionals who are working with your child.

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

All Children:

- Have experienced staff supporting learning through playful experiences.
- Work in a purposeful organised environment that promotes independence and problem solving.
- Follow routines and take part in small group activities that are differentiated to match needs.
- Follow a visual timetable.
- Have access to high quality, stimulating resources inside and outside.
- Have their achievements celebrated and their work displayed.
- Feedback from parents/carers about their child's development at home.

Some Children:

- May have a `Learning Plan` with regular meetings to discuss progress and next steps.
- Have individual visual timetables and `now/next` boards.
- Have more flexibility within the routine.
- May have additional small group sessions or individual work e.g., speech and language.
- Are included on the Provision Map, which is updated termly.
- May be included on the SEND register.
- Have specific resources to match their interest and learning style.

A Few Children:

- Will have an application made for an Education and Health Care Plan.
- Will be working with outside professionals and have targeted 1-1 support.
- Will have specific aids provided or recommended by outside agencies.
- The Deputy Headteacher/ SENDCo will seek additional training for staff to meet specific needs.

6) What support will there be for my child's overall wellbeing?

All Children:

- Have a Key Person so that staff build excellent relationships with their key children.
- Behaviour for Learning Policy ensures wellbeing is supported by all staff members.
- Learn in a setting that is welcoming and friendly, that promotes inclusion for all and a positive 'can do' atmosphere.
- Are valued for their strengths and any achievements, no matter how small are celebrated.
- Work with practitioners who provide positive role models and are consistent in their approach.
- Have safe quiet areas to retreat to inside and outside if they are tired or just need time alone.
- Are encouraged to have regular attendance.
- Have dietary needs catered for.
- Have access to planned activities promoting Personal, Social and Emotional development.
- Have their levels of Well Being and Involvement assessed using 'Ferre Laevers' scales. If concerns are noted, we will liaise with parents to agree next steps.

Some Children:

- Some children with medical needs will have personal Health Care Plans, these detail the need, how staff will recognise any relevant symptoms, manage medication and provide personal care.
- May need a nap in the afternoon. We have camp beds and beanbags.
- Require personal care such as Nappy Changing- we have a changing unit for young children.
- Will be supported at snack time and

A Few Children:

- Have Emerging Needs, Exceptional Needs or Disability Access Funding which can then go towards providing additional support.
- May have a Wellbeing plan to ensure that their needs are planned for and supported.
- Will have their care overseen by the Nurture Lead and assessed using the Boxall Profile.

7) What specialist services and expertise are available at or accessed by Greenfield Nursery School?

All Children:

- Are taught by staff who hold appropriate Early Years qualifications and have experience working with young children.
- Work with staff who are trained in Makaton Level 1
- Have access to staff trained in Therapeutic Approaches to Behaviour
- Have access to staff trained to support children at different stages of language development.
- Are screened for speech and language using Terrific Talkers.
- Have their educational provision overseen by the Assistant Head for Inclusion and SENDCo to ensure there are reasonable adjustments and Quality first teaching

Some Children:

- Have specialist services involved with them who may come to observe your child in the setting, e.g. speech and language.
- Have Team Around the Family meetings (TAF) to engage several professionals.
- Have access to staff trained in Attention Autism, Intensive Interaction and Sensory Circuits.

A Few Children:

- Have visits from Herts Integrated Services for Learning (ISL) The team will support practitioners to meet individual needs by observing children within the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents.
- Are `Children Looked After` and have a social worker and an Individual `Personalised Education Plan` (PEP). The dedicated Teacher for CLA children is and Elle Savage covering for Hayley Nicolas' maternity leave.
- Are on the `Child Protection Register` and have a social worker and a team to support their needs.

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

All Staff:

- Are kept up to date with changes to curriculum and practice through regular Inset days, staff meetings and Professional Development Meetings
- Attend relevant external training
- Are Paediatric First Aid trained
- Have completed Epi Pen training
- Have completed AET Autism Level 1
- Are all Makaton Level 1 trained
- Have been trained in Trauma and Attachment
- Have been trained in Therapeutic Approaches to Behaviour
- Have had Epilepsy Awareness training.
- Have had Sickle Cell awareness training.
- Have access to the Assistant Head for Inclusion and SENDCo.

Some Staff:

We have several staff who have experience in the following areas:

- Working with children with Hearing Impairment
- Working with children with Behavioural difficulties
- Working with children with Speech, Language and Communication needs
- Working with children with Specific Learning Difficulties
- Working with children on the Autistic Spectrum
- Working with children with Physical Difficulties
- Benefit from the Assistant Head for Inclusion and SENDCo 's termly network meetings to keep up to date with current changes as well as relevant training.

A Few Staff:

- Will be working with outside professionals who guide and support staff and advising on 'What next'
- Will be supported by the Nurture Lead Practitioner to support their emotional wellbeing.
- Will be able to administer medication associated with particular medical conditions.
- Will have a risk assessment to ensure their safety.

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

All Children:

- Are welcome to attend visits outside the setting.
- Can bring their parent/carer on visits.
- Adult to child ratios are above the minimum requirement

Some Children:

- May require additional planning to enable the visit to take place.
- Would require special aids or medicines to be administered whilst on the visit.

A Few Children:

Would require a separate risk assessment prior to the visit.

10) How will I be involved in discussions about and planning for my child's learning and development?

All Parents/Carers:

- Are offered a home visit. This first contact is important to share important information relating to your child's needs
- Have regular access to your child's learning stories, which contains observations, photographs and next steps of your child's progress and development.
- Have informal daily contact with your child's key person and their email address so that they can contact them directly.
- Are encouraged to add to children's focus weeks and learning stories.
- Can let staff know about their child's interests and these ideas can be planned for in the setting.
- Have the opportunity for regular parent meetings with your child's key person to discuss progress and targets.
- Receive regular newsletters and information about what is happening in class and how this can be extended at home, including the Core Books being used.
- Are invited to regular Parent Workshops which includes a session learning alongside your child.
- Can use the home learning packs/borrow books from the library.

Some Parents/carers:

- May have informal discussions with your child's Key person/Support Staff/Class Teacher or SENDCo
- May have strategies to practice at home from outside agencies e.g. speech and language therapist
- Will have regular Early Support Team around the Family meetings (TAF meetings)
- May be signposted to the services of the Family Centres

A Few Parents/Carers:

- Will be involved in setting and reviewing targets for Learning Plans
 - Will be involved in regular Early Support Team around the Family meetings (TAF meetings)/ or Child Protection meetings
 - Will be involved in applications for an Education & Health Care Plan (EHCP)
- Will be involved in completing 'My Transition Passport'

11) How accessible is the building / environment?

All Children:

- Are taught and cared for in a purpose-built building on one level, with wide entrances.
- Have level access to the garden area.
- The building is large enough so that children have space to move freely.
- The use of computers/ interactive whiteboards and iPad enable all children to access technology to support their learning.
- The environment is kept clean, tidy and free from clutter including the walls.

Some Children:

- May need access to nappy changing facilities.

A Few Children:

- May need adaptations to existing resources/environment to ensure they can access them.

12) How will Greenfield Nursery School prepare and support my child with transitions between home, settings, and school?

All Children:

- Will be invited to an open play and stay session.
- Will be allocated a Key Person and be offered a home visit prior to starting.
- Will have had settling in sessions when parent/carers can stay.
- Can use the book about Nursery/Pre-school to talk about at home.

Some Children:

- Will have a flexible settling in period to meet their needs.
- Will have additional transition visits to the setting or to their next setting.
- Will have visits from the SENDCo of previous or next setting.
- May have a completed a `My Transition Passport` from past setting or for next setting.
- We will receive/send Transition level of need tool to help plan support.

A Few Children:

- Will have other agencies involved in their transition.

In addition, we:

- Have introductory parent meetings
- Visit current settings
- Contact previous nurseries/childminders
- Pass on assessments and records to next settings
- Invite all next settings to visit children at Greenfield Nursery

13) How are Greenfield Nursery School resources used to support children's special educational needs?

All Children:

- Are observed and assessed continuously to ensure they are making good progress linked to the school's 8 Curriculum goals
- Have differentiated small group activities and high-quality interactions with staff during child-initiated learning
- Regular staff meetings ensure all staff working with your child know how to meet their needs and support them
- The Head and Governors monitor finances carefully.
- There is a named SEN Governor- Jan Meyers who meets regularly with the SENCo to discuss provision of support and impact of the provision

Some Children:

- In discussion with you, the class teacher/key person and SENDCo will identify what support is needed.
- Have short term targets on a Learning Plan which identify extra support to enable your child's learning.
- May need specific additional resources linked to individual interests or development level.
- The impact of intervention is monitored carefully by the Senior Leadership Team

A Few Children:

- Have outside professionals involved who may advise on the need for Inclusion Funding, Local High Needs Funding or an Education Health Care Plan

14) Who can I contact for further information about the Early Years Offer at Greenfield Nursery School?

If you wish to discuss your child's educational needs or have concerns regarding your child, please speak to your child's Key Person or contact the office to speak to:

- Hayleigh Baker – SENDCo
- Hayley Nicolas- Deputy Headteacher
- Lisa Moore– Under 3's Lead

The Parent Partnership is a free, independent & confidential service that can offer support & advice to parents. More information on www.hertsdirect.org/partnership * Contact Helpline 01992 555847
HAND (Hertfordshire Additional Needs Database) offers information for families with a child with additional needs. Offers concessions to leisure facilities. Free to join & confidential
<https://www.hertfordshire.gov.uk/microsites/local-offer/courses-and-activities-in-hertfordshire/hertfordshire-additional-needs-database.aspx>

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

For further information, go to <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

16) What can I do if I am unhappy with the quality of care/provision my child with additional needs is receiving at Greenfield Nursery School?

- Any concerns/complaints you have regarding the quality of SEND provision should be directed to the SENDCO Hayleigh Baker or Under 3's Lead Lisa Moore in the first instance. A concern/complaint can be made in person or in writing or by telephone. We take concerns/complaints seriously and make every effort to resolve them as quickly as possible.

If your issue remains unresolved, the next step is to raise a formal complaint. Formal complaints should be made in writing and directed to the Deputy Headteacher Hayley Nicolas.

Further information on how to raise a concern/complaint can be found in our complaints policy:

[Federation Complaints Procedures](#)