



SEND Offer

Tracked Changes

Date	Changes
November '23	Offer put in place
March '25	p.3 "Focus Weeks" added P3. Date of OFSTED changed p.4: Hanen training added
March 2026	Updated to include statutory information: Graduated Response (APDR), Bristol Local Offer link, Concerns and Complaints section, and corrected OFSTED reference.

The children and families Act 2014 requires all educational settings to make their SEND Offer available to families detailing how they support children with Special Educational Needs and/or Disabilities (SEND)

What does Ilminster Avenue Nursery School offer children with Special Educational Needs and Disabilities?

Ilminster avenue Nursery school is an inclusive setting. Our aim is to support all children to make the best progress they can in order to achieve their individual full potentials. To accomplish this, we deliver high quality universal inclusive practice to all children - a broad and balanced curriculum providing excellent teaching and provision. We provide highly effective support for all children who have special educational needs and disabilities. We recognise the importance of early identification of children's needs and offer a range of provision to meet these. To ensure all children receive the support they need we work with a range of other professionals. Children and families are able to access equitable services and provision from our **fully** inclusive setting which includes provision for eligible* two-year olds, nursery classes, a family link worker and intervention practitioners. (*Children who have been identified as having social care needs and/or in receipt of DLA
We offer a high-quality learning environment and resources, along with a range of services and support to give children the best start in life

How accessible is the setting?

- Our setting is accessible to all, including those who use wheel chairs.
- We have accessible toilets available for adults and children, and changing facilities
- Careful consideration is given to the planning of learning to enable as much access as possible.
- We have had a visual audit carried out to ensure we have a safe and accessible environment for blind and partially sighted children
- We endeavour to have paper communications translated wherever possible.
- We undertake careful planning to ensure language support is available to as many children with English as an additional language as possible.

Who are the best people to talk to at Ilminster Avenue Nursery if I am concerned about my child's progress?

- The first point of contact would be your child's key person/room lead/class teacher. Please approach them if you have any worries about your child
- You can also talk to Caroline Kelly the SENCO or Mandy Collier King (Acting Head Teacher)

Concerns and Complaints

If you have concerns about your child's progress or SEND provision, please speak to your child's key person, the SENCO, or the Headteacher. If your concern cannot be resolved at this stage, please follow our school's Complaints Policy, which is available from the school office or on our website.

How will the nursery let me know if they have any concerns about my child's development?

- Your child's key person/room lead/teacher may talk to you informally at a convenient time for you in a private room

- The key person/room lead/teacher may ask for your permission for the SENCO to become involved and carry out an observation of your child.
- The key person/room lead/teacher and SENCO may also arrange a meeting* with you to discuss identified concerns.
- Informal discussions can take place at any time to share information.

How will I know if my child is making progress in their learning?

We follow the statutory graduated response cycle in line with the SEND Code of Practice:

- **Assess** – We gather information from observations, assessments, discussions with parents, and input from external professionals.
- **Plan** – We agree outcomes and strategies with you and record these in your child's Support Plan.
- **Do** – Staff implement the agreed strategies, interventions and support within the daily routine.
- **Review** – Together we evaluate your child's progress and update outcomes and provision as needed. This cycle ensures your child receives timely, responsive support that adapts as their needs change.

- You will be able to access and participate in your child's online Tapestry Learning Journey
- Your child will have a "Focus Week" at least twice a year, which will include a Learning Summary.
- If your child has identified SEND there will also be regular opportunities to discuss progress and set and review agreed outcomes in children's Support plans or EHCP's.

What are the different types of support and learning interventions available for my child at the nursery?

Every child in the setting is provided with;

- Good teaching and learning opportunities as rated by OFSTED (January 2025).
- Teaching and learning opportunities in which the staff will have challenge and the highest possible expectations for your child.
- Teaching and opportunities for learning based on what your child already knows, their interests and what they can do and can understand.
- Differentiation in teaching and opportunities to support the range of different learning styles that children use.
- An individualised approach and/or additional support if required for children who are not making developmental progress alongside their peers.

Children who have identified additional needs may also access differentiated provision. This could be environmental and/or could include interventions through small group work and/or 1-1 working. It may involve some of the following strategies depending on your child's identified area of need.

- Autistic Spectrum Condition (ASC) –assessment of the classroom environment to reduce potential sensory overload
- Preparation for changes in routines using visual aids
- Support for speech language and communication needs. For example; Use of visual cues and multi- sensory strategies such as Objects of Reference, Visual Timetables, Picture Exchange Communication System (PECS), Makaton, and Total Communication strategies.
- Reducing complex language, especially when giving instructions to children

- Implementation of specific individualised Therapy Programmes e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy.
- Identifying and supporting a child's preferred learning style.
- Adjustment of the environment as required.
- Adapting materials and equipment e.g. providing tactile equipment.
- Physical difficulties: support with mobility and independence skills - self- help skills and safe movement around the nursery
- Safe handling plans
- Assessments for specialist equipment
- Participation in intervention groups such as Attention Autism (bucket time), TACPAC, communication, social skills.
- Sessions in the sensory room
- Therapy sessions in the soft play room
- Support through liaison with other services such as the Sensory Support Team (for children with vision and/or hearing needs), Physiotherapy, Occupational Therapy, Bristol Autism Team, PIMS (Pediatric Mental Health Service), Specialist Nurse for Children with Epilepsy and Disability, Paediatrician.

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

- We aim for all of our staff to have had at least basic Makaton training.
- We have staff who have completed 'Learning Language and Loving It' training as well as other training facilitated by Speech and Language Therapy e.g. The Hanen Programme, 'Teacher Talk.'
- We have staff who are skilled in introducing and supporting with PECS (Picture Exchange communication system)
- We have staff who are skilled and experienced in supporting children with a diagnosis of Autism.
- We have staff trained to deliver Attention Autism.
- We have staff who have had Manual Handling training.
- We have staff who have had Safe Eating and Drinking Training.
- We have had training to support children with vision and hearing impairments.

How does the setting manage the administration of medicines and manage personal care?

- We have staff trained in Paediatric First Aid and in Administration of Medication
- We have a detailed Administration of Medication Policy.
- We have staff trained in seizure management**
- We have staff who are trained in supporting children who receive nutrition via a gastrostomy**
- We have changing beds and larger toilet cubicles for children who need support with toileting
- We have comprehensive Intimate Care guidelines
- We have Positive Touch guidelines

**Staff training is updated regularly both routinely and as needs of children requires.

What support do we have for you as a parent of a child with SEND?

- Arrangements can be made at any time with your child's key person/teacher to discuss any concerns you may have.

- The SENCO and Head teacher are also available to meet with you to discuss your child's progress and any concerns you may have.
- The class teacher/SENCO will meet with you to discuss any new ideas suggested by outside agencies to support your child.
- You will be fully involved in all processes and strategies to support your child. Where we are able to we will duplicate resources used in school so that there is consistent provision for your child e.g. symbols for a visual timetable.
- If your child is undergoing further assessments you will be supported by the class teacher and/or SENCO to ensure you fully understand the process.
- The class teacher/SENCO/Family Link Worker can help with applications for support and grants such as DLA.

Specific support for your child would mean:

- If your child is being supported through systems as described above and has been identified as having special educational needs their progress will be reviewed regularly- how often depends on the outcomes and paperwork that is being reviewed.
- The whole team supporting your child will be part of this review.
- There are graded levels of support through the system dependent upon the needs of the child; e.g. Bristol Support Plan, EHCP. Staff will give you clear information about where your child is in regard to this and discuss any escalation with you beforehand.
- The complexity of some children's needs means that they require additional adult support at nursery to enable them to learn and/or to keep them safe. If this is the case then the SENCO will put a request in to the Early Years Panel for additional funding. Some children's needs may be complex and long term in which case you, or the school, could request that assessment for an Education and Health Care Plan (EHCP) is carried out by the SEN team of the Local Authority. The EHCP puts the child and their families at the centre of the assessment and planning process.
- An EHCP is designed to
 - give a holistic picture of a child/young person; this includes their family, their interests and their aspirations. For children in the Early Years their family think about their aspirations for them.
 - describe a child's strengths and needs within the areas of need identified in the Code of Practice; Communication and language, Cognition and learning, Social emotional and mental health, Sensory and/or physical. A child's health needs and social care needs are also described if appropriate.
 - give predicted long and short-term outcomes in a child's specific areas of need this may be one, all or a combination of those mentioned above.
 - state the provision that must be put in place to support a child to reach their outcomes. A child has a legal entitlement to the stated provision. Parents have the right to challenge if they feel that stated provision is not in place.
 - ensure a young person has the support they need from Education and Health until they are twenty-five years of age - unless at an annual review it is agreed that an EHCP is no longer necessary.

How does additional funding work?

- Our setting receives core funding for all two, three- and four-year olds.
- If we apply for and receive Early Years SEND Panel funding for your child it will be given at a level appropriate to meet your child's needs.

- Additional funding is used to enhance the ratios in a child's class. This would provide for example; more focused attention from an adult through the day, support with transitions, access to intervention groups, carrying out of therapy, focused work and activities towards IEP targets.

How will we support your child when joining or leaving our setting?

- We recognise that transition can be a time of high anxiety for children and their families particularly for those with SEND. It is important that the process is as smooth as possible so that children begin their new setting with confidence ready to forge new relationships and learn.
- It is the responsibility of the SENCO to have an overview of, and to plan the transition for, children starting at our setting who are already known to have SEND and also as they move on into Reception classes (or any other setting).
- We plan to home visit all children before they start and if they already have identified needs begin to plan for them and liaise with any other professionals already involved.
- For children leaving us to join another setting a transition meeting is held with staff from our setting, the next setting and families and possibly any other professionals who may be involved. A plan will be agreed that is appropriate for your child.
- We will ensure that all records about your child are passed on to their receiving school.

Who are the other people providing services to children with SEND in our setting?

We liaise closely with a number of other health and education services. These include

- Speech and language therapy
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- Specialist nursing team for children with disability and epilepsy
- Early Years Portage and Inclusion team
- Bristol Autism Team
- Sensory service; Qualified Teacher for Children with a Vision Impairment, Qualified teacher of Deaf Children, Qualified Teacher for Children with Multi- sensory Impairment, Habilitation Officer (for children with a visual impairment)
- Educational Psychology Team
- Health visitors
- Paediatric Mental Health Team
- Local Authority SEN team
- Bristol's Local Offer provides clear information about services and support available for children and young people with SEND aged 0–25. You can access it here:
<https://www.bristol.gov.uk/localoffer>

*Please note that meetings will be usually be held face to face but may be remotely, or a hybrid

Caroline Kelly

March 2026