

Special Educational Needs and Disabilities Information Summer 2026

Bushy Leaze is a Maintained Nursery School offering both full-time (30 hours) and part-time (15 hours) places for children aged 2-5 years old. We have 30 SEND (Special Educational Needs and Disabilities) Hub places, which are allocated by Hampshire County Council. We work closely with other professionals including health visitors, paediatricians, Portage, East Hants Inclusion Team, neighbouring nurseries and speech and language therapists to identify children for these special places.

We offer term time:

- 5 x morning sessions only (15 hours)
- 5 x afternoon sessions only (15 hours)
- 5 x full days (30 hours)

We aim to:

- Provide a secure and welcoming environment for all children and their families
- Work in partnership with parents
- Give lots of opportunities for our children to learn through play
- Provide a curriculum that is based on children's interests
- Ensure all children, whatever their needs, fully access our curriculum and make progress
- Build strong relationships to support our children, using the key person approach
- Use observations to assess development and plan next steps for every child

People who can help me to understand and answer questions about special needs or SEN processes:

- SENDCo (Special Educational Needs and Disabilities Co-ordinator)
Sarah Ameer-Beg s.ameer-beg@bushyleaze.hants.sch.uk
- Headteacher – Becky Hussey b.hussey@bushyleaze.hants.sch.uk
- SENDIAS (Independent advice and support)
0808 164 5504 info@hampshiresendiass.co.uk

Questions	What we do at Bushy Leaze...
The types of SEND we provide for	<ul style="list-style-type: none"> • At Bushy Leaze we provide for all SEND where we feel we can contribute to the child's development and ensure their safety • We comply with the requirements set out in the Special Educational Needs Code of Practice (2015) • We make reasonable adjustments to our practice to comply with the Equality Act (2010) • Staff have experience in supporting children who have special needs in: <ul style="list-style-type: none"> ○ Cognition and learning ○ Communication and interaction ○ Social, emotional and mental health ○ Sensory and physical
Identifying children with SEND and assessing their needs	<ul style="list-style-type: none"> • Each child has a key person who monitors their progress using a range of assessment tools, including the Early Years Foundation Stage, Solent Early Years Development Checklist and the Tapestry SEND Assessment framework. We use an Assess, Plan, Do, Review model to meet the learning needs of all our children. • We aim to work in partnership with parents/carers to identify any needs for additional support as quickly as possible, whilst acknowledging that our children are very young and develop at different rates. We have an open-door policy and welcome and encourage parents to discuss any concerns they may have with us. • When a child joins Bushy Leaze we use information from parents/carers and other professionals, as well as observations and assessments to establish each child's baseline skills and understanding. • When the need for additional support to enable a child to make progress has been identified, an informal meeting between parents/carers, key person and/or SENDCo is held to agree a plan of support. An Individual Education Plan (IEP) is written and other SEND arrangements may be initiated. This will outline what additional provision will be put in place, who will support the child, what the child can be expected to achieve and when the targets will be reviewed. • When necessary, and with parent/carer consent, advice will be sought from other professionals, including, educational psychologists, speech and language therapists, specialist teachers and occupational therapists. Once involved, these professionals become part of the provision, supporting the child and monitoring and evaluating progress.
Arrangements for consulting parents of children with SEND and involving them in their child's education	<ul style="list-style-type: none"> • We have an open-door policy where parents/carers are welcome to speak informally on a daily basis with nursery staff and SENDCo. More formal meetings can usually be arranged at short notice. • Parents/carers are invited to termly meetings to discuss their child's progress.

<p>Arrangements for consulting parents of children with SEND and involving them in their child's education cont/d...</p>	<ul style="list-style-type: none"> Professional observations help to track progress and personalised targets on each child's IEP are reviewed with SENDCo regularly. Updates are posted via our online learning journey – Tapestry, for parents to access. Where appropriate, Annual Reviews are held to evaluate the provision in place for children who have an Education Health and Care Plan (EHCP). We encourage all parents to become involved in nursery life through parents' workshops, volunteering and joining Friends of Bushy Leaze parent/teacher association. Our governing body includes parent governors. Parents can use Tapestry to share their child's learning and achievements at home.
<p>How much and what type of support a child will receive</p>	<ul style="list-style-type: none"> Decisions about what additional support a child receives is made with full parent/carer involvement. The SENDCo works closely with parents/carers and other professionals to discuss a child's needs and how best to support them. Children contribute to this process through appropriate play-based activities. Targets are regularly discussed, monitored and evaluated, often in consultation with other professionals.
<p>Arrangements for supporting children moving between phases in education</p>	<p>Moving from home to nursery;</p> <ul style="list-style-type: none"> A carefully planned and flexible programme including a home visit to complete an 'All About Me' profile and stay and play sessions to meet the individual needs of each child. This gives families the opportunity to get to know their child's key person and the SENDCo. The pattern, quantity and duration of sessions is bespoke to each child and are monitored and built upon, until each child is settled into nursery. <p>Moving onto the next setting:</p> <ul style="list-style-type: none"> Individual transition plans are put in place. This could include additional visits from the child's new teacher to the nursery, transition sessions in the new setting supported by a member of our nursery team. Detailed records and good practice are shared with parents/carers, the receiving teacher and/or SENDCo using the person-centred planning approach. Meetings are held with the new setting to ensure a smooth transition. We have good relationships with our local infant and primary schools, including providers of specialist education. If a child has an EHCP in place this will be shared as part of the transition process. For any children we identify as having special needs which will have a significant impact on their learning, we will work with parents to initiate an EHCP assessment before they move to school.

<p>How are adaptations made to the curriculum and the learning environment</p>	<ul style="list-style-type: none"> • Our child centred approach with quality first teaching, aims to meet the individual needs of each child. • We build on children's interests and support all aspects of their development. • We will make necessary adaptations to the physical environment and/or resources, as well as differentiating learning. • We have a balance of adult-led and child-initiated learning, both indoors and outdoors. • We use a range of communication strategies including, Makaton, visual schedules and communication boards. • Individual targets are put in place and activities are planned to support these. • Our core curriculum experiences are accessible to all children within the nursery. These allow all children to build upon their experiences of the world, in an appropriate way. • Some children may benefit from a low distraction environment, some children may need specific support from a skilled practitioner, some children may need both to help them learn effectively. • Our building is fully accessible and we adhere to the Equality Act (2010): <ul style="list-style-type: none"> ○ 'No step' access entrances and exits ○ Low distraction spaces ○ Sensory rooms and soft play room ○ Accessible toilet facilities and changing ○ Accessible outdoor areas
<p>How are children enabled to engage in activities</p>	<ul style="list-style-type: none"> • We provide all children with the environment, resources, staff and activities appropriate to their level of development and need. • We work in partnership with parents/carers to ensure the best provision is in place for each child. • Some specialist funding is provided for the educating of children with SEND. This helps the nursery to increase staffing ratios and offer specialist interventions and support.
<p>Training and expertise of staff to support children with SEND</p>	<ul style="list-style-type: none"> • Our SENDCo is a qualified teacher and specialises in Early Years SEND. • Commissioned staff, including a speech and language therapist and occupational therapist. • Autism trained practitioners. • Emotional Literacy Support Assistants (ELSA). • Nursery staff have high levels of experience and expertise and we aim to ensure that all staff working with children with SEND possess a good working knowledge of the area of need. • We work closely with other professionals and if a child needs a very specialist service, we strive to explore available provision. • Our SENDCo and family support services help the nursery team to support families of children with SEND. This includes courses for parents and home visits.

<p>Training and expertise of staff to support children with SEND cont/d...</p>	<ul style="list-style-type: none"> • Ongoing staff training is crucial to support our children. Our staff have regular professional development through our staff meetings, inset days and other courses. This has included Makaton training, Autism training, Portage training, supporting mental health, speech & language, ELSA and Thrive.
<p>Evaluating the effectiveness of provision for children with SEND</p>	<ul style="list-style-type: none"> • The review of SEND provision is planned into our monitoring schedule, including governor visits. We have an identified SEND governor - Gill Pendlebury. • Feedback from parents/carers through informal discussions, questionnaires and case studies. • Partnership reviews with other Hampshire Maintained Nursery Schools and the Local Authority. • Quality check our EHCP and IEP processes. • Pupil progress reviews and IEP reviews check the progress of individual children with SEND.
<p>What support is there for children's overall wellbeing</p>	<ul style="list-style-type: none"> • Each child has a key person and a key buddy, who build a strong relationship with them, supporting emotional and social development. • Where appropriate, intervention groups can provide additional support e.g., ELSA. • Medical Care Plans are written in collaboration with health professionals and parents/carers for children with specific conditions e.g., Epilepsy, diabetes, asthma. • Children with physical, medical or sensory needs may need a Personal Evacuation Plan (PEEP) which is shared with parents/carers.
<p>Arrangements for handling complaints about provision for children with SEND</p>	<ul style="list-style-type: none"> • Parents/carers are encouraged to share their concerns with their child's key person. • The SENDCo can provide further support. • The Headteacher and Governors can be contacted via the school office. • Further information about the support and services for children with SEND and their families can be obtained from SENDIAS.