

TREASURE BOX NURSERY SEND INFORMATION REPORT

At Treasure Box Nursery we are committed to providing an inclusive, nurturing, and developmentally appropriate learning environment in which every child can flourish. We recognise that children develop at different rates, and some may require additional support to access learning and reach their full potential. This report explains how we identify and support children with Special Educational Needs and Disabilities (SEND), how we work in partnership with families and external professionals, and how we ensure high-quality, play-based provision for every child. Our aim is to ensure all children feel valued, included and empowered, and that families feel listened to, informed, and supported throughout their child's time with us.

“If I get to be me, I belong. If I have to be like you, I fit in.

Brene Brown @TheMillennialGrind

Our Approach to SEND

We follow the statutory guidance set out in the SEND Code of Practice (2015) and are committed to:

- Early identification of emerging needs
- High-quality inclusive teaching
- Child-centred planning
- Strong and transparent communication with families
- Collaborative work with health, education, and social care professionals
- Ensuring children feel safe, supported, and included in all aspects of nursery life

SEND support in our setting is based on the Assess–Plan–Do–Review cycle and Graduated Approach.

Identifying Children's Needs

We recognise four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

We identify needs through:

- Observations and key person assessments
- Developmental tracking and progress meetings
- Parent discussions and shared concerns
- Using a Speech and language Toolkit
- Referral to external assessments (where appropriate)

How We Support Children With SEND

Our support is personalised and may include:

- Differentiated, high-quality teaching
- Small-group or 1:1 targeted interventions
- Visual supports, Makaton signing, visual timetables, and communication tools
- Strategies for emotional regulation and behaviour

- Adaptations to resources, routines, or environment
- Close monitoring through the Assess–Plan–Do–Review cycle and The Graduated Approach
- One Page Profiles (OPP), Individual Plans (IPs), Action Plan for Inclusion and Risk Assessments, where needed.
- Referrals to specialist services

-we support all children's health and wellbeing through our healthy eating policy, for snack and lunchtime, our toothbrushing programme and Emotional Support policy.

Working With Parents and Carers

Parents are partners in their child's learning. We ensure regular meetings, open communication, shared planning, and support with referrals. We have termly Stay & Play events, when you are able to come in and experience first hand what goes on in the sessions. Coffee & Chat mornings are arranged for parents and nursery staff in The Shore Café when different topics are discussed.

Working With External Professionals

We work alongside Speech and Language Therapists, Specialist Nurses, Educational Psychologists, Early Years teams, Occupational Therapists, and other professionals as needed. We follow any advice and strategies suggested to support your child and welcome professionals into the setting when requests for visits are made.

Training and Development for Staff

All staff hold Early Years qualifications at level 3 or above and receive ongoing training in SEND, inclusion, communication strategies, and behaviour support. The SENCO maintains up-to-date knowledge of legislation and best practice and holds a NCFE Cache level 3 Award for Special Educational Needs Coordinator in Early Years settings.

Accessibility

Our setting provides adapted resources, inclusive play opportunities, sensory-friendly areas, flexible seating, and adjusted routines where needed. We have a ramp at our main entrance for easy access to the nursery and there is a disabled toilet within the building and changing facilities. If your child requires additional equipment, we will work with you to access this.

Transition Support

Transitions into the setting, within the setting, and on to school are carefully planned and personalised. We hold supported transition meetings for the move to school including parents, external agencies included in the child's care and a WSCC Specialist Transition Teacher.

Monitoring and Reviewing Support

We review a child's Action Plan for Inclusion termly or as needed, tracking progress, adapting support and provision, involving parents throughout. Each child will also have a One Page Profile, Individual Plan and if necessary, a risk assessment all of which are reviewed and updated regularly.

Complaints Procedure

Concerns can be raised with the key person and SENCo/Manager. Formal complaints follow the setting's procedure as found in the settings policies.

Further Information

Contact the setting SENCo or manager for more details or refer to the Local Authority SEND Local

Offer.

“Children with SEND are well supported. Systems to identify where children may need support are good and staff access early help promptly. Staff work closely with parents and speech and language professionals to monitor progress and develop clear targets. This helps all children to thrive during their time at the nursery.” Ofsted Report 2025

Our full report can be found on the Ofsted website following the link below.

[Treasure Box Nursery - Open - Find an Inspection Report - Ofsted](#)