

Special Educational Needs and Disabilities (SEND) Information Report

Barnet Early Years Alliance (BEYA)

Reviewed: 11 May 2026

Introduction

Barnet Early Years Alliance (BEYA) and Children's Centre is an alliance of three maintained nursery schools: Brookhill Nursery School, Hampden Way Nursery School and St Margaret's Nursery School.

All three nursery schools provide education for children aged two, three and four years. Brookhill Nursery School also provides provision for children aged 6 months to 2 years. The Children's Centre offers services to families within the local community. BEYA nursery schools are located within the London Borough of Barnet.

At BEYA, we are committed to creating inclusive, nurturing environments where every child belongs, feels safe, valued and supported to thrive. We recognise that children learn, communicate and develop in different ways, and we celebrate each child's strengths, interests and individuality.

We provide support for children with Special Educational Needs and Disabilities (SEND) through responsive, child-centred and strengths-based practice. Our Special Educational Needs Coordinator (SENCO) leads SEND provision across BEYA and works closely with families, staff and external professionals.

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This report is written in line with the SEND Code of Practice (2015) and SEND Regulations 2014 and is updated annually.

What SEND do we support?

We support children across the four areas of need in the SEND Code of Practice:

Communication and Interaction: Some children communicate and interact in different ways. We use visual supports, modelling, routines and responsive adult interactions to support understanding and communication. We work closely with families and external professionals, including Speech and Language Therapy and the Barnet Early Autism Model (BEAM), where appropriate.

Cognition and Learning: Children learn at different rates and in different ways. We provide a rich, play-based environment with personalised support, adaptations and targeted strategies where needed.

Social, Emotional and Mental Health: Some children may need additional support to understand, express or regulate emotions. We use nurturing relationships, emotion coaching and co-regulation to help children feel safe, understood and supported.

Sensory and/or Physical Needs: We work with families and professionals to make reasonable adjustments and adapt the environment so all children can access learning and play.

What should I do if I think my child may have SEND?

If parents or carers have any concerns about their child's learning, development or wellbeing, they are encouraged to speak first with their child's Key Person. Early conversations help us to understand the child fully and plan appropriate support.

Identifying additional support needs

We use a graduated approach, as set out in the SEND Code of Practice (2015), to identify children who may benefit from additional support. Staff observe children's learning, communication, play and wellbeing as part of daily practice.

If concerns arise, these are discussed sensitively with families and the SENCO. Support is planned collaboratively, focusing on each child's strengths, interests and ways of learning. Where appropriate, we may involve external professionals and develop an Individual Learning Plan (ILP).

How parents and carers are involved

We value strong partnerships with families and carers and ensure regular communication so families feel informed and involved. We do this through:

- Daily informal conversations
- Parent meetings
- Online learning journals
- Termly ILP reviews
- Annual reviews for EHCPs
- Transition meetings

Involving children

We listen to and observe children in ways that are appropriate to their age and stage of development. We focus on their interests, strengths and preferences to guide planning and support. We celebrate all forms of progress and support children to build confidence, independence and a sense of belonging.

Assessing and reviewing progress

We review children's progress through:

- Ongoing observations
- Staff reflection and team discussions
- ILP review meetings
- Multi-agency meetings where appropriate
- Input from external professionals
- Parent and carer discussions

Transition support

We recognise that change can sometimes feel challenging for young children, particularly for those with SEND, and we aim to make all transitions as smooth and supportive as possible.

We offer show rounds and welcome discussions with families about individual needs. Once a place has been accepted, children and their families are invited to stay-and-play sessions to become familiar with the environment, meet their Key Person and begin settling in.

A home visit is carried out before children start nursery to build positive relationships and share important information in a familiar setting.

We use a staggered intake to support settling in, allowing children to start in smaller groups and receive more individual support.

As children settle, parents and carers are invited to spend short periods in the family room. When the child is ready, brief separation periods may be introduced, always guided by the child's readiness and agreed in partnership with families.

When children move on to another school, all relevant information is shared (with parental consent) so that their new setting is well informed. We support transition meetings and additional visits for children with SEND or EHCPs where appropriate.

Teaching and learning

All staff are responsible for supporting children with SEND through high-quality inclusive practice.

We adapt learning through:

- Play-based, accessible environments
- Visual supports and routines
- Small group or individual support where needed
- Personalised strategies and ILPs
- Reasonable adjustments to the environment

We maintain high expectations for all children while ensuring that support is responsive and individualised. We follow advice and strategies provided by external professionals working with the child and their family.

Evaluating provision

The SENCO meets regularly with the SEND Governor to review provision. Reports are shared with the Headteacher and governing body to ensure oversight of SEND provision across BEYA.

The effectiveness of SEND provision is continuously evaluated through:

- Ongoing reflective observations
- Daily staff discussions
- Regular team meetings
- Half-termly Child Awareness Meetings
- ILP review meetings with families

- Input from external professionals

Accessibility and inclusion

We are committed to full inclusion and make reasonable adjustments in line with the Equality Act 2010 to ensure all children can access learning, play and the environment.

Children with SEND are supported to participate fully in nursery life.

Environment accessibility

Our buildings and outdoor areas are fully accessible at Brookhill Nursery School and Hampden Way Nursery School. At St Margaret's Nursery School, there are a few steps to access the outdoor area. Accessibility Plans are available on individual nursery websites.

Staff training

Our SENCO attends regular training to ensure practice reflects current guidance and works closely with the Learning Mentor to support staff.

All staff receive ongoing training in:

- SEND support
- Communication and interaction strategies
- Emotion coaching
- Safeguarding
- Inclusive practice

Training is ongoing and updated regularly in line with statutory requirements and emerging needs.

Social, Emotional and Mental Health support

At BEYA, we recognise that children thrive when they feel safe, valued and emotionally supported. We prioritise secure relationships, positive self-esteem and a strong sense of belonging.

Children's achievements are recognised and celebrated. Staff respond with empathy and support, helping children to understand and regulate their emotions through nurturing, co-regulation and consistent approaches.

We understand that social and emotional wellbeing underpins all areas of learning and development.

Working with external professionals

We work in partnership with Education, Health and Social Care professionals to support children with SEND. These partnerships help us to understand each child's needs, contribute to assessment processes and plan appropriate support.

We may work with:

- Health Visitors
- Educational Psychologists
- Speech and Language Therapists

- Physiotherapists and Occupational Therapists
- Paediatricians and Child Development Teams
- Local Authority Advisory Teachers
- Early Years SEND Team
- Social Care
- Early Help and Family Support Services
- Barnet Early Autism Model (BEAM)

Information is shared with external professionals only with parental consent, unless there is a safeguarding concern in line with statutory guidance.

Concerns and complaints

At BEYA, we work in partnership with families and aim to resolve concerns quickly and collaboratively. Concerns should first be raised with the child's Key Person. If needed, parents and carers can contact the SENCO or Headteacher.

If concerns cannot be resolved, parents and carers may submit a written complaint in line with the BEYA Complaints Policy, available on the nursery website.

Children in care with SEND

Children who are looked after and have SEND will have both a Personal Education Plan (PEP) and an Individual Learning Plan (ILP), supported by the allocated social worker or family support professional.

Further information

Further information can be found in the BEYA SEND Policy on each school website.

Barnet Local Offer: <https://www.barnetlocaloffer.org.uk/>

SENDIASS: <https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass>

At BEYA, we believe that inclusive practice, strong relationships and partnership with families are essential in enabling every child to thrive and achieve their full potential.