

Mini Springers Nursery- Early Years OAG Action Research Project Story of Implementation

- Context - PVI, 22 SEN children out of 89 on roll, 6 on increased differentiation plans.
- Hall Green district - High EAL, mostly Pakistani community, high level of deprivation, poor oral health
- We joined the project as our previous SENCO of 22 years left the post, and we felt this was a good time for the new SENCO to have an overall review of our SEND offer and any changes we might need to make and also to increase staff confidence.

Background / Baseline

We discussed with our parents at our twice-termly SEN coffee sessions how they felt; they all felt very supported and did not feel they needed further actions, so we decided to focus on staff development.

We initially shared the OAG project with staff and collected baseline data in Sept 25; staff showed a mix of levels of knowledge and confidence, and all wanted to improve their understanding of cognition and learning.

We wanted to focus on learning skills, the use of observations to plan for individual children's experiences and opportunities to support staff development for children with additional needs.

Actions Taken

We had several staff meetings in December 2025 to explain how to use different SEND assessment tool kits, including the DfE SEND Excel toolkit, PIC, and Birth to Five.

Staff then spent time with the SENCo completing the assessments for individual children, and their confidence in using the tools has grown dramatically.

We revisited the baseline on January 26 and found that the majority of the staff had grown in confidence and felt able to address emerging concerns themselves.

As a group, we took part in the sensory circuit training, and staff have individually been working through the Dingleys Promise training.

Impact

Staff feel they are able to identify emerging concerns and know the first steps of assessment without initial input from the SENCO.

Staff have made changes to their daily routine to better support SEND, e.g. sensory circuit is offered to the whole group at the start of each session, individual SEND children are receiving interventions that suit their individual needs, e.g. SVO communication. **Staff quotes -**

"There is a big focus here, and everyone is on board with it; there is a lot of communication here, and I feel supported to help myself to help the SEN children"

"Having the staff meetings has made me feel a lot more confident that I can actually go and write a play plan by myself"

"Talking through the targets with Sabihah helped me properly understand what it is I am meant to be looking for to support the children"

Reflections & Next Steps

- Continue to provide ongoing training for Staff and provide updates on how to support children with additional needs.
- Termly reflections on individual practice, encouraging staff to take ownership
- Liaising within a team to support each other in identifying emerging SEND children
- Continue to bring the OAG document to staff meetings to build staff confidence and identify areas of weakness.