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Dear Committee for Education,

I am writing as an early years teacher to share some personal insight into the current challenges within SEN provision in schools and nursery settings.

Supporting children with significant additional needs has always been one of the most meaningful parts of my job, but it has also become increasingly overwhelming. The level of paperwork, planning, and evaluation now required for each child with SEN is enormous. While trying to meet those demands, I often feel as though I'm spinning plates — whenever the SEN plate is spinning well, I've inevitably let another drop. There simply isn't enough time, support, or flexibility in the system to meet everyone's needs well.

The number of children presenting with complex needs in nursery is rising sharply, and many have not yet been identified or supported before they arrive. Staff are expected to implement provision immediately, without adequate guidance, resourcing, or specialist input. Managing this, while maintaining the general classroom environment, leaves teachers and assistants constantly firefighting.

There is also a ripple effect on the mainstream children. They sometimes witness or experience challenging behaviour — being scratched, bitten, or having toys taken — and this can be distressing or even traumatic. At the same time, they receive less attention and interaction because so much adult capacity is diverted to crisis management.

Teachers are also managing larger teams of support staff than ever before, with all the extra planning, communication, and coordination that entails. Combined with toileting, personal care, and the emotional intensity of early intervention work, the load has become unsustainable.

I love my job and the children I teach, but I am increasingly working in a state of survival rather than flourishing. The system feels reactive rather than supportive — we are

expected to absorb enormous pressure rather than being enabled to provide truly inclusive, high-quality care for every child.

Thank you for taking the time to hear from someone on the ground. I hope this inquiry leads to meaningful change that recognises both the needs of our most vulnerable children and the realities faced by the staff supporting them.

Kind regards,



Nursery Teacher