The Lilycroft and St Edmund's Nursery Schools' Federation

SEND Information Report

St Edmund’s Nursery School

Last Reviewed: October 2026
Approved By: SEND Governor Zara Malik
Next Review Due: October 2027

SENDCO: Ermina Kesedzic

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Introduction

At St Edmund's Nursery School, we are committed to providing an inclusive, nurturing and stimulating environment where every child is valued as an individual and supported to achieve their full potential.

We recognise that children develop at different rates and that some children may require additional support to access learning, communication, play and the wider life of the school. Our approach to Special Educational Needs and/or Disabilities (SEND) is child-centred and based on each child's individual strengths, needs, interests and aspirations.

We work closely with children, families, staff and external professionals to identify needs at the earliest opportunity and to ensure that appropriate support is put in place. We have high expectations for all children and believe that children with SEND should be fully included in school life.

This SEND Information Report explains how we identify, assess and support children with SEND and how we work in partnership with families and other professionals.

1. Our approach to SEND

High-quality teaching and additional strategies and provision are embedded through our child-centred planning approach across the school.

All children are supported through high-quality, inclusive early years practice. Where children require additional support, this is identified and planned for according to their individual needs. Our approach ensures that staff regularly review what we provide for all children and what additional provision may be required.

We place a strong emphasis on developing children's independence, communication, confidence and enjoyment of learning. We also consider the aspirations of every child and family when planning support and provision.

Our approach to SEND is a whole-school responsibility. All staff have a role in identifying need, implementing appropriate strategies and reviewing the impact of provision.

Underpinning our SEND provision is the Graduated Approach:

- **Assess:** We gather information through observation, assessment, professional knowledge, discussions with families and, where appropriate, advice from external professionals.
- **Plan:** We work with families and relevant professionals to identify appropriate outcomes, strategies and provision.
- **Do:** Agreed strategies and additional provision are implemented consistently by the staff working with the child.
- **Review:** We regularly evaluate the impact of the support and consider the child's progress towards their outcomes. Provision is adapted where necessary.

The frequency of assessment, planning, implementation and review is dependent on the individual needs of the child and may take place daily, weekly, monthly, half-termly or termly.

All teachers and practitioners are responsible for every child in their care, including children with SEND.

Where additional provision is required, we work with families and relevant professionals to ensure that support is based on clearly identified needs and agreed outcomes.

2. What types of SEND do we support?

The SEND Code of Practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Children may have needs in one or more of these areas, and we recognise that every child is unique.

Our provision is therefore based on the individual child's strengths, needs, communication, development and outcomes rather than on a diagnosis alone.

At St Edmund's Nursery School, the needs of children with SEND may include:

- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Autism
- Down syndrome
- Visual Impairment
- Hearing Impairment
- Speech, Language and Communication Needs (SLCN)
- Physical needs
- Complex medical needs
- Other developmental and learning needs

We recognise that children's needs can change over time. We therefore regularly review provision to ensure that it continues to meet each child's individual needs.

For further information about SEND and our approach, please see our SEND Policy, available on the school website: https://stedmundsbradford.org.uk/about-us/policies

3. St Edmund's Resourced Provision

St Edmund's Nursery School has 33 part-time Resourced Provision places, equivalent to 16.5 full-time places, for children with SEND. These places are commissioned by the Local Authority.

The Resourced Provision provides specialist support for children with SEND from across the Bradford area.

A request for a Resourced Provision place is made through the Local Authority by professionals who know the child and their needs.

Our Resourced Provision is not a separate provision within the school. Children accessing Resourced Provision places are fully included in the life of the nursery and participate alongside their peers.

All staff at St Edmund's are trained to support children with SEND. In addition, we have a specially trained, experienced and highly skilled SEND team who provide specialist support and expertise across the nursery.

We also support children who do not have a Resourced Provision place but who require additional SEND support. Their provision is individually tailored to their needs and their progress is monitored by the SENDCO and relevant staff.

We also have a number of children who receive additional Speech and Language support from our highly trained and experienced Speech and Language Specialist Practitioner.

Resourced Provision Occupancy (Data correct as of Autumn Term 2026)

SEND Occupancy	Academic Year 2025–2026 Summer Term	Academic Year 2026–2027 Current Numbers (Autumn Term)
Number of children on an Assessment Place	2	1
Number of children with an EHCP	24	19
Mainstream children receiving additional SEND support	12	16
Children receiving additional Speech and Language support	32	11

These figures are continually changing as consultations are received throughout the year and new children are identified as requiring additional support.

Our Resourced Provision typically begins each academic year with lower occupancy numbers. As the year progresses, places are filled through new admissions, Local Authority consultations and the identification of children requiring additional specialist support. By the end of the academic year, our Resourced Provision consistently reaches full capacity.

St Edmund's Resourced Provision provides specialist SEND support to children across the Bradford area.

4. How do we identify children who may have SEND?

We have established processes for identifying children's individual needs and monitoring the quality and impact of provision.

Children's learning, development, communication, mental health and wellbeing are observed regularly by staff. Teachers and practitioners work collaboratively with families to develop a full picture of each child's strengths, development and needs.

Information from families, previous settings (where applicable) and professionals, together with our own observations and assessments, contributes to our understanding of each child's starting point.

All children's progress is monitored throughout their time at St Edmund's. Formal progress information is reviewed regularly by teachers, Early Years Practitioners and Early Years Support Workers, in line with the Early Years Foundation Stage (EYFS) and Birth to 5 Matters.

Where a potential additional need is identified, we discuss this with the child's family and consider whether additional strategies or provision may be appropriate.

The SENDCO works closely with teachers, practitioners and families to ensure that concerns are explored and appropriate support is put in place as early as possible.

Where appropriate, we seek advice from external professionals to develop a fuller understanding of a child's needs and to ensure that provision is appropriate.

5. How do we assess and review children's progress?

We use a range of assessment information to understand children's development and progress.

For children receiving SEND support, we consider:

- observations and assessment information
- developmental milestones
- the child's individual strengths and interests
- information from families
- professional advice
- children's responses to strategies put in place
- progress towards agreed outcomes.

Children receiving additional SEND support have individualised plans which identify their needs, outcomes, strategies and provision.

Individual Education Plans (IEPs) are used as working documents. These are reviewed regularly and adapted according to the child's progress and changing needs.

The Developmental Journal is used to help identify smaller, achievable developmental steps. Gaps identified through assessment, staff knowledge of the child and discussions with families inform planning for next steps.

Families are involved in reviewing progress and agreeing next steps.

The SENDCO oversees the assessment and review process for children receiving SEND support.

6. What support do we provide for children with SEND?

The support provided is individualised and depends on the child's needs.

Support may include:

- Differentiated and personalised learning
- Small-group activities
- Paired activities
- Individual support
- Visual support
- Alternative communication systems
- Makaton and/or British Sign Language
- Sensory approaches
- Targeted language and communication activities

- Support with physical development
- Support with emotional wellbeing and regulation
- Specialist equipment
- Advice and strategies provided by external professionals
- Additional adult support where appropriate

We recognise that additional adult support should promote children's independence, rather than create unnecessary dependence. Staff carefully consider how support can enable children to participate, communicate, make choices and develop confidence.

7. How do we adapt the curriculum and learning environment?

We are committed to ensuring that children with SEND have full access to the Early Years curriculum and the wider life of the school.

We adapt our teaching, activities, resources and environment according to individual needs.

Adaptations may include:

- Visual timetables and visual prompts
- Adapted resources
- Sensory resources
- Communication aids
- Changes to the physical environment
- Additional processing time
- Differentiated activities
- Alternative ways of communicating and demonstrating understanding
- Access to specialist equipment
- Carefully planned adult support

We are proactive in identifying and removing barriers to children's participation and learning.

Children with SEND are supported to participate in educational visits, celebrations, special events, play opportunities and other aspects of school life alongside their peers, with reasonable adjustments made where necessary.

8. How do we involve children and families?

Working in partnership with families is central to our approach.

We recognise that families know their children best and their knowledge and views are essential when identifying needs, planning provision and reviewing progress.

We involve families through:

Action/Event	Who is involved?	Frequency
Better Together events	Families and staff	Once a term, plus one training day each year
Individual Education Plans and additional support planning	Families and staff	At least once a term and as required
Open-door approach and daily communication	Families and staff	Daily
Discussions about progress and next steps	Families and relevant staff	Regularly
Meetings with external professionals where appropriate	Families, staff and professionals	As required

We encourage families to share information, concerns and successes with us at any point.

Where children are able to express their views, we seek and respond to their preferences and wishes in an age-appropriate way. For children who communicate in different ways, staff use appropriate communication methods, observation, visual resources, signs, symbols and other approaches to ensure that their voice is heard.

9. Our SEND team

Our SEND team currently consists of:

- 1 Assistant Headteacher / SENDCO
- 1 Senior SEND Practitioner
- 5 Level 2 SEND Practitioners
- 2 SEND Apprentices

SENDCO: Ermina Kesedzic
Contact: ermina.kesedzic@stedmundsbradford.org.uk 01274 543 282

Regular SEND meetings are held on a fortnightly basis to discuss children's needs, provision, progress and any emerging concerns.

The SEND team works closely with teachers, practitioners, families and external professionals to ensure that provision is coordinated and responsive to children's individual needs.

10. Staff expertise and training

We recognise that high-quality SEND provision depends on staff having the appropriate knowledge, skills and confidence to meet children's individual needs.

Staff receive regular training and professional development relevant to the children they support. Training may be provided internally or by external specialist services.

The expertise within our staff team includes knowledge and training in areas such as:

- Autism
- British Sign Language (BSL)
- Makaton
- Epilepsy
- Moving and Handling
- Portage principles
- Physical needs
- Gastrostomy feeding
- Down syndrome
- Suction
- Pump training
- Communication and language development

Training is reviewed according to the needs of the children attending St Edmund's. Where a child has specific medical, physical, sensory or communication needs, appropriate training and advice are sought so that staff are able to provide safe and effective support.

Refresher training is arranged every time a new child starts at St Edmund's.

All training received by our staff is recorded.

11. How do we work with external professionals?

We work closely with external professionals involved with our children.

We welcome professionals into St Edmund's and value their expertise in supporting children's learning, development, health and wellbeing.

Depending on individual need, this may include working with professionals such as:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Specialist teachers from Social, Communication, Interactions and Learning Team (SCIL)
- Health professionals
- Portage

- Physical and Medical Team
- Sensory impairment services
- Other Local Authority or specialist services

We maintain records of professional visits, advice and agreed next steps. Advice is shared with relevant staff and incorporated into children's provision wherever appropriate.

We work collaboratively with families and professionals to ensure that everyone involved has a shared understanding of the child's needs, outcomes and support.

12. Transition into and out of St Edmund's

We recognise that transitions can be particularly important for children with SEND.

Starting at St Edmund's

Before a child starts at St Edmund's, we gather relevant information from families and, where applicable, from previous settings and professionals already supporting the child. We work closely with families to build a clear understanding of each child's needs, strengths, interests and routines before they start.

Before a child starts at St Edmund's, we:

- Carry out a home visit to meet the child and family in a familiar environment and begin building a positive relationship
- Discuss the child's needs, development, interests and routines
- Following the home visit, begin an individualised settling-in process, supporting the child to become familiar with the nursery environment, staff and routines at a pace that meets their needs
- Speak with professionals already supporting the child
- Gather information about communication, sensory, physical and medical needs
- Identify any staff training requirements
- Plan appropriate support and reasonable adjustments

This helps us to develop a strong relationship with families from the outset and provides a consistent, supportive approach to settling into nursery. Our settling-in process is responsive to each child's individual needs and helps children develop a sense of safety, familiarity and belonging at St Edmund's.

Moving to Primary School

We begin discussions with families during the Autumn Term before children leave St Edmund's to discuss their child's next stage of education and help them consider the type of provision that will best meet their needs.

For children with an EHCP, we work closely with families and the Local Authority as part of the consultation process to identify and consider appropriate mainstream or specialist primary school provision.

We support families throughout the primary school application and consultation process and, where possible, help families to visit potential schools and gather the information they need to make an informed decision.

Once a school place has been allocated, we liaise closely with the receiving school to share relevant information and support a smooth transition.

Where possible and appropriate, children visit their new school during the Summer Term, accompanied by a familiar member of staff.

For children with SEND, transition planning is individualised and may include additional visits, meetings, transition documents, photographs and opportunities for staff from the receiving school to meet the child. We work closely with families and the receiving school to identify what will help each child feel safe, confident and prepared for this important next step.

13. How do we monitor and evaluate our SEND provision?

The effectiveness of our SEND provision is monitored and evaluated through a range of activities, including:

- Monitoring of classroom and learning practice by the SENDCO and Senior Leadership Team
- Evaluating the impact of additional provision
- Monitoring progress for children receiving SEND support
- Reviewing children's individual outcomes
- Monitoring SEND procedures and practice
- SEND governor monitoring
- The school's self-evaluation processes
- The School Development Plan
- Local Authority visits and advice
- Ofsted inspection arrangements
- Feedback from families
- Feedback from staff

We use this information to identify strengths, areas for development and priorities for improving SEND provision.

14. Accessibility and Inclusion

St Edmund's Nursery School is committed to creating an inclusive environment in which all children can participate fully.

We recognise that children with SEND may require reasonable adjustments to enable them to access the curriculum, environment and wider school experiences.

We consider accessibility in relation to:

- The physical environment
- Teaching and learning
- Communication
- Resources and equipment
- Educational visits
- School events and activities

We work proactively to identify and remove barriers to participation and learning.

Our Accessibility Plan sets out how we continue to improve accessibility within the school.

Accessibility Plan is available on the school's website

https://stedmundsbradford.org.uk/about-us/policies

15. Bradford SEND Local Offer

St Edmund's Nursery School is part of the wider SEND provision across Bradford.

Families can access information about SEND services, support and provision across Bradford through the Bradford District SEND Local Offer.

https://localoffer.bradford.gov.uk/

The Local Offer provides information about services available to children and young people with SEND and their families across Bradford.

Families can also access independent information, advice and support through Bradford SENDIASS.

https://www.barnardos.org.uk/get-support/services/bradford-sendiass

16. Complaints about SEND provision

We encourage families to raise any concerns as soon as possible so that we can work together to resolve them.

If a child or family is unhappy with any aspect of our SEND provision, they should initially speak to the child's class teacher or key person.

If a family feels unable to resolve their concern with the teacher or key person, they can speak to the SENDCO.

Where a concern requires more time to explore fully, we will arrange an appropriate time to discuss the matter.

If a family wishes to make a formal complaint, they should contact the Executive Headteacher, who will investigate the matter in accordance with the school's Complaints Policy.

Our Complaints Policy is available on school's website: https://stedmundsbradford.org.uk/about-us/policies

During the 2025–26 academic year, the school received no formal SEND complaints requiring investigation under the school's complaints procedure.

17. Key Contacts

SENDCO:
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01274 543 282

Executive Headteacher:
Sian Hudson
School website: https://stedmundsbradford.org.uk/
Review of this SEND Information Report
This SEND Information Report is reviewed annually and updated when there are significant changes to our SEND provision.

Chair of Governors: Imran Khan