

The Lilycroft and St Edmund's Nursery Schools' Federation



SEND Information Report

Last Reviewed: October 2025

Approved By: SEND Governor Zara Malik

Next Review Due: October 2026

Our Approach as a Nursery School

High quality first teaching and additional strategies and provision are defined through our child-centred planning approach across the school. These processes help us to regularly review and record what we offer all children in our school and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make a point of discussing aspirations with ALL our children and families. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities (SEND).

Assess: All practitioners / daily/weekly / half termly/ termly

Plan: All practitioners / daily / weekly / monthly/half termly

Do: All practitioners / daily / weekly / monthly

Review: All practitioners / daily / weekly / half termly

Having consulted with children and their families, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to our children and hold both our internal/external providers and ourselves to account.

SEND Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

For the detailed definitions of these areas, please see our SEND Policy:

<https://www.stedmundsbradford.org.uk/about-us/policies>

St Edmund's EARly Years Enhanced Specialist Provision (EYESP)

- St Edmund's Nursery School has 33 part time, equivalent to 16.5 full time Enhanced Provision Places for children with SEND. These places are commissioned by the Local Authority
- For a child to get a place in our EYESP a request must be made through the Local Authority by the professionals who know the child best
- Our EYESP is not a separate provision. The children who access enhanced places are fully included in school life
- All our staff are trained to support all children. In addition to this, we have a specially trained, experienced and highly skilled SEND team of practitioners
- The needs of children with SEND at St Edmund's Nursery School range from Moderate Learning Difficulties (MLD) to Profound and Multiple Learning Difficulties (PMLD), Autism, Down's syndrome, Visual Impairment, Hearing Impairment, complex medical needs and Speech Language and Communication Needs (SLCN)
- Across our Nursery School we have a number of children who are not on Enhanced Provision placement but who require additional support, individually tailored to their needs. These children's progress is monitored by the SENDCO
- At St Edmund's Nursery School, we also have a number of children who are receiving additional support from our highly trained and experienced Speech and Language Specialist Practitioner

SEND Occupancy List	Academic Year 24-25 Summer Term	Current Numbers Autumn Academic Year 25-26
Number of Children on Assessment Place	9	15
Number of children with an EHCP	24	6
Number of mainstream children receiving an additional SEND support	12	16
Number of children receiving additional Speech and Language support	32	11

Identifying children's needs

We have internal processes for monitoring quality of provision and assessment of children's individual development. Children's learning, mental health and well-being needs are observed on a daily basis by all staff. Staff work in collaboration with each other and with families to form the full picture of a child's level of development. This informs a baseline assessment. All children's progress is rigorously tracked and monitored three times a year, by qualified Teachers, Early Years Practitioners and Early Years Support Workers, in line with Birth to Five Matters and EYFS.

School staff liaise with children's families regularly to share information about progress made, as well as to identify any potential need for additional support. If a child requires additional support, this will be identified as early as possible through professional dialogue between families, the child's teacher, key person and the school's SENDCO.

We work closely with families and everything that is additionally put in place for their children is shared with families and the consent is sought for closer monitoring and for extra strategies/provision to be put in place.

Support strategies are implemented through means of small group work, paired work or one-to-one support which may take place daily or weekly, depending on the child. Teachers, Early Years Practitioners and the SENDCO monitor the success of these support strategies and make informed judgments regarding their impact on learning and progress.

If the child continues to experience delay or difficulties in all or some areas of progress, learning and development, the school will, in cooperation with families, make a request to the Local Authority for an Enhanced Provision Place at St Edmund's Nursery School and Educational Health Care Plan (EHCP).

Arrangements for assessing and reviewing children's progress towards set outcomes

Each term, the Progress of every child on our SEND register, or a child that is receiving additional support, is assessed using the Developmental Journal. The Developmental Journal breaks the developmental milestones into smaller, more achievable steps. The gaps in progress identified through assessment, Teachers' and SEND Practitioners' knowledge of the child and discussion

with families, inform planning for the next steps in Individual Educational Plans (IEPs). IEPs are working documents with strategies and activities regularly evaluated against the set outcomes. Teachers and SEND Practitioners share the Developmental Journal overview of a child's progress with families and the next steps are set in cooperation with them. Assessments using Developmental Journals and IEPs are overseen by the SENDCO.

How St Edmund's Nursery School adapts the curriculum and the learning environment for children with SEND

The Equality Act 2010, which was replaced by Disability Discrimination Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for children with disabilities and also to implement these plans. In line with this, St Edmund's Nursery School has a fully developed Accessibility Plan, which is available on the school's website. The school is proactive in removing barriers to learning. This includes teaching and learning and the wider curriculum of the school such as participation in educational visits. The school continues to evaluate how best to improve access to the physical environment of the school and also physical aids to access education.

Arrangements for monitoring and evaluation

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and SLT (Senior Leadership Team)
- Evaluating the impact and success of the additional provision
- Progress for children on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School's Self-Evaluation Form (SEF)
- The School Development Plan
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from families and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

Working with Families

Involving families and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Better Together events	Families and staff	Once a Term + one training day a year
Working in collaboration with families to devise Children's Individual Educational Plans and any additional support	Families and staff	Once a Term
Open door policy and a daily conversation with families at drop off and pick up times	Families and staff	Every day

SEND Team

SEND team consists of:

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

Regular SEND meetings are held on a fortnightly basis.

Continuous Professional Development (CPD) for the SEND team is planned for and records are kept to ensure that everyone receives necessary and relevant training.

Staff Deployment and Training

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, including gaining independence and preparing them for adulthood from the earliest possible age.

Staff regularly receive training related to the needs of the children they are working with. This could be in-house or external training. Some of the expertise of the staff at St Edmund's Nursery School includes greater knowledge of Autism, British Sign Language (BSL), Makaton, Epilepsy, Moving and Handling, Portage Principles, Physical Needs, Gastro feeding, Down's Syndrome Training, suction and pump training etc. Even though the staff might have already received a certain type of training, refresher training will be organised specific to the needs of every new child that comes to our school.

School External Partnerships and Transition Plans

St Edmund's works closely with all outside agencies involved with our children. We welcome outside professionals into our school and value their expertise, which supports the learning, care and development of our children with SEND. We keep records of all visits from outside professionals, specifically, the advice and next steps for individual children. Any advice is diligently put into practice to ensure the very best support and care for all.

In the Autumn term, before a child is due to leave St Edmund's Nursery School, a discussion is held with families about the next phase of education for their child. A plan is put in place to support families with Primary School applications. When possible and necessary, families are accompanied by our staff when visiting prospective schools, so that they are fully supported to make the right choices for their children. Once children are allocated a place, we liaise with Primary Schools to ensure a smooth transition from St Edmund's Nursery School to Primary School. In the Summer Term before they leave St Edmund's, wherever possible, children visit their new schools accompanied by their key person.

Complaints

Arrangements for complaints

Should children or families be unhappy with any aspect of our provision they should discuss the problem with a class teacher or key person in the first instance.

Anyone who feels unable to talk to the teacher or key person or is not satisfied with the teacher's or key person's comments, should ask to speak to the SENDCO.

For a problem that might need more time to explore fully, families should make an appointment rather than rushing the discussion before the session starts.

In the event of a formal complaint, families are advised to contact the Executive Headteacher who will investigate and provide a copy of our Complaints Policy as necessary.

The LEA Parent Partnership Service is available to offer advice.

Barnardo's SENDIAS Website offers a lot of support for families.

<https://barnardosendiass.org.uk/bradford-sendiass/>

This year we have had 0 complaints that were dealt with following our schools' policies and procedures.

Ermina Kesedzic: Assistant Head/SENDCO

ermina.kesedzic@stedmundsbradford.org.uk