



Whitecross Nursery School SEND Information Report

Reviewed by	Naomi Smyth & Claire FitzPatrick
Date of last review	March 2026
Date of next review	March 2027
Ratified by the Governing Body	March 2026

*This report will be reviewed sooner if there is a change to legislation or guidance that may affect it.
Any changes will be communicated to all stakeholders.*

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for children with SEND, please read our SEND policy on our website or you can ask a member of staff to send you a copy of the policy.

Please note: *If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.*

Kind regards

Whitecross Nursery School

Contents

1. What type of SEN does the school provide for?
2. Which staff will support my child?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about their education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside children who do not have SEN?
12. How does the school make sure the admissions process is fair for all children with SEN or a disability?

13. How does the school support children with disabilities?
14. How will the school support my child's PSED?
15. What support will be available for my child as they transition in and out of nursery school?
16. What support is place for previously looked after children with SEN?
17. What should I do if I have a complaint about my child's SEN support?
18. What support is available for me and my family?
19. Glossary

1. What types of SEN does the school provide for?

Our school provides for children with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment or Adverse childhood experiences ACES's
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Smyth who holds the NPQSENCO qualification.

Mrs Jones is our specialist SEND TA. She supports a number of children in our provision and supports the training of other TA's in nursery.

Teachers

Our teachers are highly experienced in supporting children with SEND and receive updates in SEN training. They are supported by the SENCO to meet the needs of children who have SEN.

Teaching assistants (TAs)

All our TA's are trained to deliver SEN support such as:

- Attention autism intervention
- Speech and language programmes
- Sensory circuits
- Any other recommended interventions by professional when supporting individual children

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Health visitors
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	Togetherr we will decide whether or not you child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. By making an appointment or emailing any concerns to senco@whitecross.derby.sch.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

<p>They will be in touch to discuss your concerns.</p>	<p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	
--	--	--

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any children who may show any signs of needing extra support within nursery.

The SENCO will observe the child in nursery and outside to see what their strengths and difficulties are. They will have discussions with other staff, to see what they have noticed.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Our SENCO will provide termly reports on your child's progress.

The SENCO will meet you each term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the SENCO.

7. How will my child be involved in decisions made about their education?

Due the age of children here at nursery we are currently unable to seek their views on their learning. However, we observe our very young children to understand wellbeing and happiness which give a strong indicator of when things are working well for them.

8. How will the school adapt its teaching for my child?

All staff support children with SEND. We are fully inclusive school and all children are supported to ensure they achieve the highest outcomes.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced and inclusive curriculum

We adapt teaching to suit the way the child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE CHILDREN
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Attention autism sessions
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties such as dyspraxia	Support from a physiotherapist
	Moderate learning difficulties	Some 1:1 support
	Severe learning difficulties	With 1:1 support
Social, emotional and mental health	ADHD, ADD	Sensory circuits Attention autism sessions
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Use of visual cards and Makaton
	Visual impairment	Calming displays
	Physical impairment	Use of specialist equipment

These interventions are part of our contribution to Derby City's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for children with SEND by:

- Reviewing their progress towards their goals each term
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment
- More teaching assistant hours (if there is an EHCP in place)
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside children who don't have SEN?

All children are encouraged to take an active part in school life. All children are included in all school celebrations, trips and visits and activity days.

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for children with SEN or a disability?

- All children regardless of disability or SEND are listed on the waiting list
- If a child has a diagnosis then they are given priority of spaces available
- Once we know a child's needs we evaluate if we can meet those needs

13. How does the school support children with disabilities?

- Please see our nursery school's accessibility plan for information on how we can support all children whatever their need in nursery.
- Here at Whitecross we see there are no barriers to learning, we look for solutions to support every child.

14. How will the school support my child's mental health, and emotional and social development?

Personal, social and emotional development is a prime area of learning in EYFS. We support all children, especially those with needs to develop their needs in these areas:

- We have space to support the needs of children who need extra support with sensory, social or emotional development.
- We have a 'star room' which is calming and quiet space to be for when children feel overwhelmed.
- Staff continually monitor children's well-being and happiness.
- Staff will always speak to parents if they have any concerns and we welcome parents speak to us about anything at all.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transition into nursery

To help children with SEN be prepared to start nursery we:

- Meet with the parents to discuss the individual needs of the child when they accept their place
- Complete home visit with the SENCO and a TA to meet the family and the child in their safe home environment
- Attend stay and play visits with parents. This gives staff chance to see how parents support their child. Both staff and parents can build up relationships and ask questions to help each other.

Transition to school for nursery

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

- SENCO will share information about SEND children with new settings
- Teachers from the new school will visit Whitecross to speak with eh SENCO about the individual needs of the child, what is in place here and to look at paperwork
- Children will have a number of visits to their new school
- Parents will have meetings with their new teachers.
- All records are passed on with permission ready for the new term to start

16. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO or the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Derby local offer on DCC website

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://derbysendiass.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow children with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a child's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a child with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a child's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the child’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the child
- **Intervention** – a short-term, targeted approach to teaching a child with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for children with SEN in the local area
- **Outcome** – target for improvement for children with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports children with SEN
- **SEN support** – special educational provision that meets the needs of children with SEN
- **Transition** – when a child moves between years, phases, schools or institutions or life stages