



Brougham Street Community Nursery School

SEND Information Report 2025-2026

Brougham Street Nursery SEND Ethos

At Brougham Street Community Nursery School, we believe every child should feel a deep sense of belonging. We are committed to creating an inclusive environment that embraces children from all walks of life, regardless of their backgrounds, abilities, or needs. We welcome every child and family into our community, ensuring that no one feels out of place.

Relationships are at the heart of our ethos; we work diligently to foster strong connections between children, parents, families, staff, and the wider community. This sense of belonging is nurtured through mutual respect, understanding, and celebration of diversity.

We endeavour to provide a stimulating and inspiring environment where each child is independent, valued, challenged, and feels safe.

Our tailored curriculum is designed to meet individual needs, whether they pertain to SEND, giftedness, medical requirements, or cultural and economic diversity.

By maintaining a well-resourced environment with positive, caring, and qualified staff, we create a space where children feel safe to take risks and explore.

In all aspects, we celebrate the achievements and successes of our children and staff, ensuring diversity is celebrated and every child feels safe, protected, and secure.

Introduction

This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Local Approach

North Yorkshire local offer provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is here to help families, individuals, groups and organisations find information, so you have more choice and control over what support is right. The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Nursery School Approach

We are a fully inclusive, mainstream Community Nursery School, who ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Children are identified as having Special Educational Needs and Disabilities when their progress has slowed or stopped and the interventions, resources and support put in place do not enable improvement.

Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

Other useful documents such as the North Yorkshire Local Offer are also available on the school website. If you would like any further information about what we are able to offer at Brougham Street Community Nursery School, then please do not hesitate to contact us directly.

| Question | School Response |
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| How do you identify Special Educational Learning Needs? | <ul style="list-style-type: none"> • We support an inclusion ethos where appropriate adjustments are made to the usual admission procedure to meet a child's needs and ensure a successful placement. All staff at Brougham Street Community Nursery School are committed to providing quality first early years teaching so that all children can make good progress with their learning. • When pupils have identified SEND (Special Educational Needs and Disabilities) before they start at Brougham Street Community Nursery School, we work with the people who already know them and use the information already available to identify what their specific needs will be in our school setting and how these needs will be supported. • All children are assessed on entry to our Nursery school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Early identification of special needs is seen as important at our school. Assessment of need is done in close partnership between the room leader/nursery class teacher and SENCo through observation and carrying out further assessments to pinpoint what is causing the difficulty (what is happening and why) so that support can be carefully targeted to their needs. The room leader/nursery class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. • If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required- we will share with you what we find and agree with you what we will do next and what you can do to help your child. |
| How could my child get help here at Brougham Street Community Nursery School? | <ul style="list-style-type: none"> • The learning environment and focused learning activities are carefully adapted to meet the needs of all children whatever their learning style. The Nursery School places great importance on the fact that children learn in different ways. Staff employ a variety of teaching styles and resources during sessions to support children's learning. • Children at Brougham Street Community Nursery School will get support that is specific to their individual needs. This will be provided by the room leader/nursery class teacher and may also involve other staff in the nursery school. • Children who are identified as needing some additional support may have their targets recorded on an individual support plan,detailing their specific targets and strategies to support progress towards these. These plans are reviewed at least half-termly in consultation with the child and their parents/carers. • Some children may be identified as needing some extra specialist support at Nursery School from a professional outside the Brougham Street e.g. Speech and Language Therapy, Physiotherapy or visual needs. Staff from the Local Authority central services; such as the SEND hub or Educational Psychologist may also provide support. You may be asked to give your permission for the nursery school to refer your child to a specialist professional. This will help us here at Brougham Street and yourself understand your child's particular needs better and be able to support them better in Nursery school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. |

| Question | School Response |
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| | <ul style="list-style-type: none"> Children in school with more complex needs will require specified individual support and this is provided via an Education, Health and Care Plan (EHCP). The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the support and strategies needed to provide your child with the best learning experiences possible. |
| How can I let the Nursery school know I am concerned about my child's progress in school? | <ul style="list-style-type: none"> If you have concerns about your child's progress, you should speak to your child's key worker initially. They will be able to explain what is being done to support your child's individual needs and will help your child to learn and enjoy their time at Brougham Street Community Nursery School. Parents are welcomed into Nursery school, and you can meet with the room leader/ nursery class teacher to discuss your child's progress or any concerns you may have, so we can share information and support your child together. Parents are consulted for their views about progress and targets in order to address a child's needs at parent consultation meetings and at review meetings. The concerns may need referring to the SENDCo if your child is still not making progress. The SENDCo will explain everything to you and make sure that you understand what is happening. If you continue to feel that your child is still not making progress, you should speak to the Headteacher (Jonelle Yeoman) or the school SEND Governor (Bria Didier). |
| How will the school let me know if they have any concerns about my child's learning in school? | <ul style="list-style-type: none"> At Brougham Street, working in close partnership with all parents to support their children with Special Educational Needs is really important. By involving parents, we aim to develop and implement a joint learning approach at home and in school. If your child is identified as not making expected progress, the class teacher will discuss this with you in more detail and listen to any concerns you may have. We will talk to you if we think your child needs extra support. We will monitor and review your child's progress regularly and you can join us for a meeting to discuss your child's progress share your views on their progress or concerns from home. Children may have an Individual Support Plan which will be reviewed with parents at least termly. We offer suggestions and guidance on how to help your child at home and targets are reviewed wherever appropriate with the child, the room leader/nursery school class teacher and parents in order to celebrate achievements and identify next steps. |
| How will the teaching be adapted for my child with learning needs (SEND)? | <ul style="list-style-type: none"> At Brougham Street we understand the need to provide support in order that all children make progress and achieve the best outcomes. The staff here and our class teacher have the highest possible expectations for your child and all pupils in their class and we believe that high quality teaching is the most effective way of supporting children in their learning. All teaching is built on what your child already knows, can do and can understand. We follow the EYFS curriculum and offer a wide range of learning opportunities through high quality teaching by qualified staff. Additional adults may be used to work with individuals and small groups, when children need a little extra help and these groups allow children to develop their confidence and specific skills. |
| How will school support my child? | <ul style="list-style-type: none"> When the school identifies the need for additional support the child's name may be added to the Special Educational Needs and Disabilities Register. |

| Question | School Response |
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| | <ul style="list-style-type: none"> Interventions are chosen carefully to match the needs of children and are implemented by the class teacher or trained adults. Interventions are carefully monitored in order to ensure that they have an impact on children's learning In the first instance the room leader/ nursery class teacher and the SENDCo are responsible for monitoring the provisions in place and the effectiveness of those provisions. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND. |
| How will we measure the progress of your child at Nursery school? | <ul style="list-style-type: none"> We will monitor and review your child's progress regularly and you can join us for a meeting to discuss your child's progress share your views on their progress or concerns from home. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age. The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. |
| What support will there be for my child's/young person's overall well-being? | <ul style="list-style-type: none"> The social, emotional and mental health and well-being of all of our pupils is our primary concern at Brougham Street Nursery School. They are supported with their social and emotional development throughout the school day and through the curriculum . Personal, Social and Emotional Development (PSED) is a Prime Area of the Early Years Foundation Stage and all children are supported to make positive relationships and to develop a sense of themselves. Children are supported to develop social skills, become independent and learn how to manage their feelings. Children are also supported to understand appropriate behaviour and to develop confidence in themselves. When children need support with Personal, Social and Emotional Development (PSED) we follow our Behaviour Policy. Our Behaviour Policy is fully understood and used consistently across nursery school. We acknowledge that behaviour is a form of communication, and it is important we understand what children are telling us through their behaviour. Behaviour incidences are monitored and discussed with staff and parents to identify patterns of behaviour, understand what the child is communicating, and identify possible triggers all with the aim resolving conflict. We use CPOMS as a form of record keeping. We recognise that pupils with SEND may well have social and emotional development needs that will require additional support here at Brougham Street Community Nursery School. Children may be involved in intervention groups to help develop social skills. Additional referrals to other agencies are completed as necessary. We have staff who have paediatric first aid training. If a pupil has a medical need, then a detailed Care Plan is compiled with support from the child's GP, or other relevant professional in consultation with parents / carers. These are discussed with all staff who are involved with the pupil. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have guidance on procedures for administering medicines within our 'Supporting Pupils with Medical Conditions Policy'. |

| Question | School Response |
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| | <ul style="list-style-type: none"> Attendance is monitored daily. Parents will be contacted on each day of absence if Nursery school has not been notified. Disclosures made by pupils are taken seriously and investigated thoroughly in accordance with the school's child protection policy and Keeping Children safe in Education. |
| What specialist services and expertise are available at or accessed by the Nursery school? | <ul style="list-style-type: none"> Sometimes it is helpful for Nursery school to request some additional support from an outside agency. Nursery School would only contact an outside agency after consultation with parents. At appropriate times, we will contact and seek advice from a range of Educational outside agencies, Outreach Services and health professionals (Refer to list at end of this document) We work with Social services, Early Help, Family Support and Community Police All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. |
| What support do we have for you as a parent/ carer of a child with an SEND? | <ul style="list-style-type: none"> We would like you to talk to your child's Key worker/ Room Leader/Class teacher regularly, so we know how they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. |
| How will my child be included in activities outside the Nursery School classrooms including school trips? | <ul style="list-style-type: none"> All children are encouraged to access the indoor and outdoor spaces and activities available to them. All children, including children with SEND, are encouraged to take part in Nursery school visits. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible. External providers are made aware of the adjustments that need to be made, and parents are encouraged to support their children to become actively involved in every aspect of Nursery school life. |
| How will we support your child when they are joining or leaving Brougham Street Community Nursery School? | <ul style="list-style-type: none"> We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Before children join our Nursery class, parents are invited to complete a 'My Story' about their child. This will share with us important information from who their family members are, their likes and dislikes, as well as an opportunity to share any worries or concerns that you may have. You will be invited to attend transition visits where you can meet and talk to staff. Your child will also be offered settling visits to help them to transition into nursery school. If required, additional transition arrangements can be included in an individual plan to support the transition process. <p>During the Nursery school day we may:</p> <ul style="list-style-type: none"> • Talk about changes to the day. Use a 'now' and 'next' boards, if necessary. • Use timers • Visual timetable • Objects of reference |

| Question | School Response |
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| | <p>When moving to a Primary School we:</p> <ul style="list-style-type: none"> • Invite the SENDCo and key staff from the school into Nursery to observe the child • Share SEND plans and reports with parent/carer consent. • Talk to the key staff at the new school about things that will help your child to learn and be happy at school. • Talk to the child about their new school and provide photographs wherever possible of the new school spaces, teacher also if possible pre-arrange visits to the new school. |
| How we Safeguard Children with SEND | <ul style="list-style-type: none"> • Brougham Street Nursery is committed to Safeguarding and we undertake a whole setting approach to safeguarding, developed through listening to and working in collaboration with, pupils, parents, staff, local safeguarding partners, and external sources of support to develop and implement robust effective procedures which promote the well-being of pupils • We recognise that children and young people with special educational needs and disabilities can face additional safeguarding challenges and are 30% more likely to face abuse. • Additional barriers can exist when recognising abuse and neglect such as: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers |
| What are the different types of support available for children with SEND here at Brougham Street? | <p>Targeted classroom teaching also known as Quality First Teaching.</p> <p>All children here at Brougham Street Community Nursery School should be getting this as a part of classroom practice.</p> <p>The class teacher and the key workers have the highest possible expectations for your child and all pupils in their room.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Different ways of teaching are put in place so that your child is fully involved in learning. This may involve things like using more 'hands on' multi-sensory learning and personalised teaching and learning approaches.</p> <p>Specific strategies (which may be suggested by the SENDCO or outside staff) may be put in place to support your child to learn.</p> <p>Specific group work with in a smaller group of children</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning access small group work. Your child's teacher /key worker will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups.</p> <ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as needing more specialist input instead of or in addition to classroom teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. |

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| | <ul style="list-style-type: none"> • You may be asked to give your permission for Nursery school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school and at home. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better, Support to set better targets which will include their specific expertise for teachers to implement, A group run by school staff under the guidance of the outside professional e.g. a social skills group, A group or individual work with outside professional <p>Specified Individual support</p> <p>This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the room leader/Nursery class teacher/SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school and a statutory assessment has been approved by the local authority.</p> <ul style="list-style-type: none"> • The Nursery school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. • After the Nursery school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), it is the LA who will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask all professionals involved with your child to write a report outlining your child's needs. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe/ complex enough and that they need an Education Health and Care Plan to be put into place in order to make good progress. If this is the case, they will write an Education Health and Care Plan. If this is not the case, they will ask the school to continue with the support they have been provided. |

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

All of the people named below can be contacted by telephoning the school office on **01609 797052** or emailing admin@broughamstreet.n-yorks.sch.uk

| School Based Information | People | Summary of Responsibilities |
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| Who are the best people to talk to here at Brougham Street about my child's difficulties with learning/ | Class teacher/Key Worker | <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) with or without SEND. • Be accountable for the progress and development of all pupils and identifying, planning and delivering any additional support your child may need (this could be things like |

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| <p>Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p> | | <p>targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.</p> <ul style="list-style-type: none"> • Reviewing support for pupils with/potential SEND on a graduated basis, in collaboration with parents, the SENDCo and, the pupils themselves. • Understanding of the individual needs and/or conditions, outcomes sought, and support and specific adjustments / strategies that are provided to any pupils with SEND they are working with who are on the SEND Register and ensuring that all members of staff working with your child in school are aware. • Keeping the key people (leadership, parents, multi-agencies) up-to-date with any changes in behaviour, academic developments and causes of concern. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. |
| <p>The Special Educational Needs and Disability Co-ordinator (SENDCo) Karen Daggett</p> | | <ul style="list-style-type: none"> • Be appropriately qualified and have the skills required to meet statutory duties, this is currently the Masters level NASENCO award to be completed within 3 years of being in post. • Coordinating all the support and provision for pupils with or potential SEND including those with EHCP's and monitor the education and progress of these pupils. • Maintain a register of pupils who have been identified with SEND, ensuring that the academy keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy. • Liaising with external agencies regarding the assessment / monitoring of pupils with or potential SEND e.g. Speech and Language Therapy, Educational Psychology and Looked After Children (LAC) Designated Teacher. • To provide specialist support and training for teachers and support staff in the school, including identifying appropriate strategies and interventions to so they can appropriately meet the needs of SEND pupils. This includes training which reflects the needs of the current school community as indicated by academy SEND data. • Report, collaborate and be accountable to the GB and Head Teacher, to determine the strategic development of the SEND policy and provision in the school and uphold Inclusion practice. • Consult and advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively with the Senior Leadership Team. • In collaboration with the Head Teacher and Governors, identify and review any patterns in the identification of SEND within the school and comparing these with national data. • Be an active participant in training opportunities to keep abreast of national research and development including that of mental health and wellbeing. • Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned, personalised and supports individual needs. |

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| | | <ul style="list-style-type: none"> • Liaising with the parents of pupils with/potential SEND ensuring that parents/carers are up to date and informed and collaborated with at every stage of the Graduated Approach. • Being a key point of contact for the Local Authority (LA) and LA support services regarding pupils with or potential SEND. • The day-to-day operation and implementation of this policy. |
| Head Teacher - Jonelle Yeoman | | <ul style="list-style-type: none"> • Ensuring that all those who are teaching or working with pupils with SEND are aware of their needs. • Ensuring that the SENDCo has sufficient time and resources to carry out their functions and responsibilities. • Assisting the GB in appointing a designated teacher for LAC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff. • Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND. • Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils. • Ensuring that the SENDCo is supported and provided with training, with an emphasis on mental health, on an annual basis. |
| SEND Governor | | <ul style="list-style-type: none"> • Communicating with pupils with SEND and their parents when reviewing policies that affect them. • Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an Education, Health, Care Plan (EHCP). • Designating an appropriate member of staff to be the SENDCo • Appointing a designated teacher for Looked After Children (LAC), where appropriate. • Challenging the leadership team (including the SENDCO) through informed questioning to ensure the SEND Policy and Information Report is embedded and routine practice within the academy. • Taking necessary steps to ensure that pupils with protected factors are not discriminated against, harassed or victimised, in line with our relevant Partnership Trust Policies. • Regularly monitoring the academy's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing. • Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time. • Publishing an annual SEND Information Report on the school website. |

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| | <ul style="list-style-type: none"> • Review school data on complaints and associated procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils. • Cooperating with the LA in drawing up and reviewing the Local Offer in conjunction with the school annual SEND Information Report. • Appointing an individual link governor to oversee the school's arrangements for SEND and champion those with or potential SEND • Ensuring there is a Safeguarding link Governor working closely with the SEND link governor. • Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face. • Monitoring data with respect to vulnerable groups and SEND • Undertaking visits to the academy with a focus on Inclusion and SEND • Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND and Inclusion. • Holding the school to account for its use of SEND funding |
| Other people providing services to children with SEND in this school? | <p>Services include:</p> <ul style="list-style-type: none"> • North Yorkshire Inclusive Education Service • The Educational Psychologist • Occupational Therapist • Paediatrician • Physiotherapist • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist (SALT) <p>SENDIASS NORTH YORKSHIRE ADVICE SERVICE Contact details: SENDIASS – North Yorkshire County Hall, Room SB2008, Northallerton, DL7 8AE TEL: 01609 536923 Contact Us - SENDIASS North Yorkshire</p> |

| Question | School Response |
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| What arrangements are there to deal with complaints from parents of pupils with special educational | <ul style="list-style-type: none"> • At Brougham Street, our Staff and our Governors are dedicated and caring and we operate an 'Open Door' policy. • Parents and carers are encouraged to speak with class teacher/ key workers /SENDCo about any concerns they may have. They will be able to discuss any support your child is receiving. |

| Question | School Response |
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| needs concerning the provision made at school? | <ul style="list-style-type: none"> • If you wish to discuss your child's needs, please contact the headteacher who will be able to talk about how Willow Tree school can support children with SEND. • If the matter is not resolved at this stage, school have a complaints policy which can be obtained from the school office and also found on our website. |

GLOSSARY OF TERMS

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| EHCP | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or Disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| ASD | Autistic Spectrum Disorder |
| SENDCO | Special Educational Needs & Disabilities Coordinator |
| SEND Special Educational Needs SEND Code of Practice | The legal document that sets out the requirements for SEND |
| SCIL | Social Communication Interaction & Learning Team |
| VI | Visually Impaired |
| HI | Hearing Impaired |

[Website link to North Yorkshires local offer](#) :-

[SEND local offer | North Yorkshire County Council](#)

