



MADELEY NURSERY SCHOOL

SEND Information Report
2025 - 2026



SEND INFORMATION REPORT

Our SEND Information Report aims to bring together useful information about the Special Educational Needs and Disabilities (SEND) provision at Madeley Nursery School. This includes information, advice, and guidance about a range of local service providers who support children and young people with SEND needs.

Special Educational Needs and Disabilities (SEND)
Information Report
Madeley Nursery School
2025 - 2026

Page number	Content
2	Introduction
3	SEND Policy
3	Telford and Wrekin Local Offer
3 – 4	Governor Role
4	Difference
4 – 5	What does Special Educational Needs and Disabilities (SEND) mean?
5 – 6	Early Identification of SEND
6 – 7	Language
7 – 9	How will the nursery prepare and support my child? – <i>Joining the nursery</i> <i>Transition to school or next setting</i>
9 – 10	What are the responsibilities of the nursery in enabling and supporting inclusive practice?
10 – 11	How will I know how my child is developing and progressing?
11 – 12	What support will there be for my child's physical and emotional wellbeing?
12 – 13	What specialist services and expertise are available at or accessed by the nursery?
14	How will you help me to support my child's learning?
14	How will I be involved in discussions about and planning for my child's education?
14 – 15	How will the learning and development provision be matched to my child's needs?
15	How accessible in the nursery environment?
15 – 16	How is the decision made about how much support my child will receive?
16	Who can I contact for further information?
16	Complaints
16	Feedback
17	Available Services

Introduction

Madeley Nursery School is a mainstream, maintained school for children aged 2 – 5 years old. We provide a broad and balanced curriculum for all children that promotes creativity, independence, and many outdoor learning opportunities. We aim to ensure that all children will have the opportunities to achieve their potential.

This report clarifies how we implement inclusive practice and procedures to support the children and families we work with. It has been written with regard to the Special Educational Needs and Disability Code of Practice (2015) and the Equality Act (2010)

At Madeley Nursery School we work as a whole team. Staff with experience of and responsibility for Special Educational Needs and Disability's (SEND), assist all staff to identify, support and monitor the inclusion needs of all children in nursery.

Victoria Waring SENDCo, Autism Lead, Mental Health Lead	Debbie Shaldon Autism Lead Support	Paula England Mental Health Lead Support	Mo Bowers Future in Mind Lead
			

At Madeley Nursery School our high aspirations for each unique child, including all those with SEND, are rooted and nurtured in our deeply held values and aims, detailed in our SEND policy. Additionally, we seek to work in collaboration with Telford and Wrekin's SEND team and remain up to date with Telford and Wrekin's Local Offer.

SEND Policy

Here is a link to our SEND Policy, which can be found on our website. A paper copy of the policy can also be requested from our nursery administrator, Paula England.

[Madeley Nursery School SEND Policy](#)

Telford and Wrekin Local Offer




Here is a link to Telford and Wrekin's Local Offer page.

[Telford and Wrekin Local Offer](#)



Governor Role

There are two named governors with responsibility to monitor and challenge the nursery to provide high quality education for children with SEND, ensuring that they make outstanding progress and reach their potential. The named governors with this responsibility at Madeley Nursery School are:

Helen Torr Co-opted governor	Jonquil Doodson Parent governor	Linda Barnes Parent governor
		

The governors who are responsible for children with SEND:

- ensure that the nursery has an up to date SEND policy and SEND Information Report.
- ensure that the nursery has appropriate provision and has made necessary adaptations to meet the needs of all children in the nursery.
- ensure that the necessary support is made for any child who attends the school who has SEND.
- have a termly meeting with the school SENDCo to be updated and to discuss any issues concerning SEND.

Difference

“The encounter with difference ... makes it necessary to interpret, understand and observe more ... to broaden the opportunities, possibilities, and communication codes for all the children ... to create a more complex educational context.” Sorcini, I. (2012) 'The Inclusive Community' in Edwards et al., (Eds.) *The Hundred Language of Children*. Oxford, England: Praeger, pp. 189 – 193.

At Madeley Nursery School we believe that difference stimulates new thoughts and new ideas. The diversity within our school community is our joy and fuels us to think in terms of a much broader pedagogical approach for all the children, to broaden our horizons for all the children, to uphold a spirit of belonging for everyone.

What does Special Educational Needs and Disabilities (SEND) mean?

Some children have needs or disabilities that affect their ability to learn. Their needs may be long term, or they may experience need at different times. It is our job to ensure that their needs are met so that they can learn, in a supportive, strengths-based environment that encourages exploration and growth. The areas of need as outlined in the Code of Practice 2015, are:

- Communication and Interaction (CI)

- Cognition and Learning (CL)
- Social, Emotional & Mental Health (SEMH)
- Sensory and /or Physical (SP)

Within these broad areas, a range of needs are included. Some of these are listed below. It is important to know that a child may have an identified need or diagnosis, e.g. a physical disability or a speech and language need, but not be on the SEND register if their need is being met through our universal offer and quality first teaching for all children.

Communication and Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD)
Cognition and Learning	<ul style="list-style-type: none"> • Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia • Moderate Learning Difficulty (MLD) • Severe Learning Difficulty (SLD) • Profound and Multiple Learning Difficulty (PMLD)
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Tourette's • Post Traumatic Stress Disorder (PTSD)
Sensory and / or Physical (SP)	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)

Early Identification of SEND

We operate a key person system for each child at Madeley Nursery School. The key person's role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information and early action to meet individual needs.

Unique child meetings are held regularly to review, assess, and monitor the needs of all children and to consider who and how to support emerging needs. Staff make on-going observational assessments of all children in our care. These are linked to the Ranges of Birth to 5 Matters, supplemented by the Differentiated Early Years Outcomes (DEYO) and Liverpool City Councils Social Communication and Play Journal (SCPJ) and help to identify the individual needs of children. Additional observations and assessments of children with identified or suspected SEND needs will be discussed with the nursery SENDCo. If your child's key person has identified a possible individual SEND need, they will discuss this with you and plan together to support your child's learning and development. Similarly, if you have any concerns about your child's development, we will always welcome you asking for time to discuss this.

Victoria Waring (SENDCo) can offer advice and support to the key person and other educators. The SENDCo will liaise with other professionals to seek guidance in identifying individual SEND needs, if necessary, e.g., from the local authority SEND Officer or the Early Years Advisory Team (EYAT).

Reports from health care professionals such as Health Visitors (HV) or Speech and Language Therapists (SALT) identify children's individual needs and strategies of support. The nursery welcomes and encourages parents and professionals to share these reports with them to plan appropriately to meet individual and unique needs.

Language

The language used to describe a child's SEND, and their rights is important. Language can be verbal and non-verbal. The language we use helps to make visible and give value to each child. Many acronyms are included in conversations

and paperwork and careless use of these can unintentionally make people feel isolated and marginalised. At Madeley Nursery School, we believe it is our responsibility to stand with each child and their family and always to listen. Importantly, at Madeley Nursery School, we do not have SEND children, we have children who have SEND. They are individual, unique beings first and foremost and identifying and describing a child's SEND in a strengths-based, positive, aspirational, and respectful way is at the forefront of our minds and practice.

Here are links to a couple of teams (Dingley's Promise and SaLT by the Sea) that share our values. There are some useful and encouraging resources to explore.

[Resources for Families - Dingley's Promise](#)

[SaLT by the Sea - Speech and Language Therapy](#)

How will the nursery prepare and support my child?

Joining the Setting

We offer home visits to all new families, which can provide an opportunity to discuss any aspect of your child's development. Upon joining Madeley Nursery School, if a child already has identified SEND the SENDCo, key person and parents share information about the strengths and needs of the child.

Parents can accompany their child on one or more visits to support the transition from home to nursery. This provides additional time to develop trusting relationships with the key person and other educators in the nest. Each child's start at nursery can be uniquely supported, for example, the time your child spends at nursery may increase over time, if this is helpful. The child will always be at the heart of all we do. We work in partnership with parents and support the child together.

Observations, assessments, evaluations all contribute to Individual Education Plans (IEPs). We listen to parents as well as to children. The SENDCo will explain how children's individual needs can be met through planned support using an IEP and the advice from any other professionals who are involved. She will also explain who may become involved in a child's development, if this is in the child's best interests.

Parental permission will always be sought before any specialist involvement is accessed. The key person will work with the SENDCo to oversee the IEP targets. IEPs will be reviewed in collaboration with parents on a half-termly basis.

Each child is assigned a key person. The key person will have had an opportunity to meet the family during a home visit and during a nursery session. The key person will form a relationship of trust and support with the parent and the child during these sessions and will complete forms with questions, which will help the educators identify the children's needs, interests and to discuss if any agencies are already involved.

If required, staff will attend training related to a child's needs prior to them starting nursery. With parent's permission we will gather information, including reports from other professionals, that will help the child's transition into the nursery. Information is shared as required amongst other staff at nursery to ensure appropriate planning is in place. Parents and key people should agree a consistent approach to ensure continuity of care from home to nursery.

The key person role and the nest spaces allow educators to foster meaningful, sustained relationships with the child and to develop a deep understanding of how to support their individual needs. The SENDCo will maintain an overview of experiences and progress and work with all educators to ensure provision is relevant, appropriate and strengths based for the child.

Transition to school or next setting.

If a child is transitioning to school or moving on to a new nursery, the child's new key person / teacher and SENDCo are invited to observe the child and discuss the child's strengths and needs. With parental permission, the key person and SENDCo can attend meetings and share targets on IEPs and reviews with the new setting and parents are always invited to these meetings.

When a child is transitioning, their views and feelings can be shared through photographs and other documentation reflecting what they have done, achieved,

and enjoyed. Copies of IEPs, assessments, and other relevant documents are passed on to the receiving nursery. Photo books can be created of the new nursery or school that the child can share with parents / key person on a regular basis before the move. Some children have support from a key person / educator during the visits to their new nursery or school.

What are the responsibilities of the nursery in enabling and supporting inclusive practice?

The head, deputy head and SENDCo work alongside the governors:

- to aspire for all children to achieve their full potential and make outstanding progress in their learning and development.
- to create inclusive policies, ensuring policy is reflected in school practice and is up to date.
- to ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date.
- to ensure that the open and friendly atmosphere creates an ethos that respects and welcomes everyone.
- to ensure that the environment is inclusive with resources which reflect diversity positively.
- to manage finances and ensure that delegated budget and inclusion funding is used to promote inclusion and maximise children's achievement.

Children with SEND will be included in the main curriculum offer, wherever possible. We will always prioritise the child's learning needs and those of all children. Adaptations may be made to accommodate individual needs and work can be refined to support learning needs and styles, but participation and inclusion in the life of the nursery family is central to the provision that we make. Children with SEND are sensitively supported using a programme of interventions run by trained and attuned staff and through small group and one to one support.

Provision is planned and evaluated with IEPs that track and monitor the progress of children and the impact of provision against targets set by educators and any other agencies involved with the child.

Children with SEND in school may need a range of support depending upon their individual needs. Our vision is to create a highly effective learning community in an environment where everyone is respected and treated with dignity.

How will I know how my child is developing and progressing?

We continually engage parents in discussion about their child. Chats between educators and parents upon arrival and at the end of the nursery day are vital and highly valued. An open-door policy ensures that key messages are exchanged, and relationships nurtured. We have an assessment system for all children including observational assessments which are used to track progress and development each term. Each method of observation and assessment is linked to the Early Years Foundation Stage, and we use the guidance provided by Birth to 5 Matters to support our assessments, complemented by Differentiated Early Years Outcomes (DEYO) and the Social Communication and Play Journal (SCPJ).

The staff also attend unique child weekly meetings. During these meetings, educators from each nest share their observations of individual children with the team and the SENDCo. Brief notes are taken and the outcomes from these meetings include bespoke advice and planning for supporting the needs and progress of individual children, including those with SEND. Parental contributions to unique child notes are always valued and are accessible to parents on request.

Support for children with SEND is coordinated by the SENDCo and is responsive to the needs of the child. Key workers are responsible for the planning of learning and progress of the children in their group. Specific provision and targets are recorded on IEPs, coordinated by key workers, and overseen by the SENDCo. These are used additionally by key support staff for interventions and updated regularly using assessment information from everyone involved with the child.

On a termly basis we hold a parent meeting which allows parents to come and talk with their child's key person. The SENDCo is also available to talk to.

The nursery has an open-door policy and encourages educators to develop strong professional relationships with parents at drop off and pick-ups as they are key to building partnerships that help children's development to progress. Telephone calls can be used to communicate with parents during the day if a parent is unable to come to nursery.

What support will there be for my child's physical and emotional wellbeing?

The approach at Madley Nursery School is inclusive, positive, and welcoming to all. On entry to the nursery, we inform parents of our admissions policy, safeguarding policy and SEND policy, which can be accessed online from our website or given as a hard copy. This SEND Information Report, alongside Telford and Wrekin's Local Offer is also highlighted to parents.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with the child and family, and they provide personal care respectfully to all children. Educators in each nest are trained to administer medicine if necessary.

During the daily routine, visuals, visual timetables, PECs cards and Makaton signs are used to support children in understanding and managing transitions and routine. Attentive listening and sensitive, respectful interactions support children to develop independence in their own self / personal care and manage risks for themselves.

If children require support with their movement around nursery, we can make some adaptations to the environment, for example, by moving furniture to provide more frequent touch points for children to cruise between. If specialist equipment is

recommended by a physiotherapy team to support a child's physical development, then funding for this can be sought from the local authority.

What specialist services and expertise are available at or accessed by the setting?

All staff have accessed child development training and professional development relating to a variety of SEND needs. Some educators have additional experience and / or expertise with Speech and Language Therapy (SALT) and Social, Emotional and Mental Health (SEMH). Additionally, they have experience of working with children throughout the Early Years and Primary age ranges. We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with.

- Early Years Advisory Teachers (EYAT)
- Speech and Language Therapist (SALT)
- Occupational Therapists (OT)
- Educational Psychology Service (EP)
- Physiotherapists
- Strengthening Families
- The local authority SEND Team
- Social Workers and Family Support Workers
- Information, Advice & Support Service (IASS)

Parents can access several services available in the locality linked to their child's identified needs. These services may be recommended through the Health Visitor (HV) or General Practitioner (GP) and might include:

- Paediatrics
- The Child Development Centre (CDC)

- Physiotherapy
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)

At nursery, the SENDCo can refer to the Speech and Language Team (SALT), following a period of support within nursery. This support may include small group or individual Early Talk Boost input. The SENDCo is also able to refer to Occupational Therapy (OT). The SENDCo and nursery cannot refer to Physiotherapy, Paediatrics or to the Child Development Centre.

The SENDCo and educators throughout nursery have up-to-date knowledge of local support services, for example, Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) and Parents Opening Doors (PODS). Educators can sign post parents to these universal services or complete Early Help Assessment forms (EHA) to access more specialist support.

The SENDCo attends termly network meetings within both the Early Years and Primary sectors, to keep her knowledge up to date. She liaises with the local authority Early Years Advisory Team (EYAT), who with parent's permission, are available to support the nursery to meet the child's needs. Expertise from health departments, e.g., physiotherapy is also considered in meeting the child's SEND needs.

Individual support from a support worker / educator is sometimes required. This level of support indicates that the child already has an Education Health Care Plan (EHCP) or is at a stage in the graduated approach where an Education Health Care Needs Assessment (EHCNA) is needed. The level of support is based upon assessed needs of individual children and is carefully directed and monitored by the SENDCo to ensure that it meets the child's inclusion and learning needs.

How will you help me to support my child's learning?

Within the nursery there are systems to enable communication with parents. These include celebration books, parent workshops, parents' meetings, daily conversations with the parents when they collect / bring their child to nursery, the school website, nest Facebook groups and newsletters. We discuss the best ways to communicate with each family to ensure it meets the family's needs, including some interpretation and translation opportunities. We invite parents to share their families and child's knowledge, culture, and interests with the nursery through objects, books and photographs etc. brought in from home, through children's celebration books and on-going daily sharing.

Assessments and planned next steps in learning are shared with parents at their request and at termly parent's meetings. The nursery SENDCo and key person will discuss with you how to support your child's needs outside the nursery and the strategies used within the setting. This will occur during daily conversations, at parent's meetings and / or IEP reviews. The nursery will follow specialist advice from other professionals and signpost parents to SENDIASS and PODS.

How will I be involved in discussions about and planning for my child's education?

Parents are involved from the initial visits at nursery. The child's strengths, needs, likes and dislikes are discussed. Parents are encouraged to share information with staff from the beginning and on an on-going basis about the individual needs of their child and any agencies involved with the child / family. Parent's knowledge of their child is vital, and partnership working is sought at every point including the development and review of IEPs. Parents of children with an EHCP are also invited to attend an annual review meeting, on a six-monthly basis.

How will the learning and development provision be matched to my child's needs?

Communication is key between parents and nursery to support the child's care and wellbeing, learning and development. Alongside insights shared by parents during initial meetings and the home visit, an on-going observational assessment is used to

establish a starting point. At Madeley Nursery School we believe strongly that the curriculum must fit the child, not that the child must fit the curriculum. The key person will observe the child in the first few weeks of them being in nursery and alongside other educators, complete a baseline assessment. The baseline then forms the starting point for all other ongoing assessments, which are updated at the end of each school term. Educators plan and provide learning experiences that meet the interests and learning needs of your child. They can adapt their teaching during sessions to meet learning needs as they arise. For some children with SEND needs, a bespoke curriculum offer is most appropriate.

How accessible is the nursery environment?

Signs, posters, and pictures are used around the nursery to support accessibility. Accessible building and toilet / changing facilities are also available. Limitations of the building can be explained by key workers as necessary. All policies and procedures are current and reviewed regularly. We seek advice and support from our Local SEND Officer, Health and Safety advice and other services, as necessary.

How is the decision made about how much support my child will receive?

Decisions about how much support a child will receive are monitored through observations made by the key person of the child and / or the SENDCo and then discussed with parents. Observational assessments linked to the EYFS, and knowledge of child development will also be used to identify what support is required. Extra support will be put in place, if necessary, with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the nursery and other professionals involved with the child / family will support the decision-making process. This may include small group support and occasional 1:1 to offer identified support. Daily 1:1 support is only offered if a child has an EHCP or is in the process of an EHCNA and in receipt of Early Years Inclusion Funding (EYIF). If a child has an EHCP, there is consultation from the local authority with the school governors and headteacher and an agreement reached about whether the child's needs can be met at our setting. The SENDCo

will advise on the process of applying for extra support. The EYIF process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child / family. Reports from health care professionals or others working with the child / family will be used to plan support within the nursery. The IEP will include details of provision, including ways in which parents can support their child at home. Staff meetings within the nursery will ensure all staff working with the child knows their strengths and needs and how to best support them.

Who can I contact for further information?

The first point of contact within the nursery is your child's key person. The nursery SENDCo will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the Health Visitor (HV), Speech and Language Therapist (SALT) or Occupational Therapy (OT). The SENDCo can also access support for parents from the Early Years Advisory Team (EYAT) and provide links to PODS and SENDIASS.

At any stage, if your child has SEND and you would like to know more about how we could support them please contact us.

Tel: 01952 388210

Email: madeley.nursery@taw.org.uk (FAO SENDCo)

Complaints

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

Feedback

We always seek to listen, and we value all feedback from our children and families. You can always get in touch.



Available Services

Here are just some services and information points that may be useful. Please see our Connections leaflet for more details.

<p>Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 01952457176 info@iass.org.uk www.telfordsendiass.org.uk</p>	
<p>Family Connect 07537453177 (text back service) 01952385385 familyconnect@telford.gov.uk www.familyconnecttelford.co.uk</p>	
<p>Parents Opening Doors (PODS) 01952458047 support@podstelford.org www.podstelford.org.uk</p>	
<p>Telford School Nurses 07520619051 (text service) 03333583328 www.shropscommunityhealth.nhs.uk</p>	
<p>Home-Start Telford and Wrekin 01952872280 info@homestarttandw.org.uk www.homestarttelfordandwrekin.co.uk</p>	
<p>Shining Stars Group shiningstars2017@hotmail.com</p>	
<p>Independent Parental Special Educational Advice (IPSEA) www.ipsea.org.uk</p>	
<p>Cerebra sleep@cerebra.org.uk www.cerebra.org.uk</p>	
<p>ERIC The Children's Bowel and Bladder Charity 08088010343 www.eric.org.uk</p>	
<p>Telford Autism Hub (Autism West Midlands) 01952916109 admin@telfordautismhub.org.uk Shropshire and Telford Community Services Autism West Midlands</p>	

Status	Agreed
Agreed at:	Full governors meeting
Effective from:	Spring 2025
To be reviewed by:	General purposes committee spring 2026
Responsible person in school:	Victoria Waring

Responsible person signature:

Date:

Governor signature:

Date: