

St Paul's Nursery School
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SEND Information Report – 2025-26

St Paul's Nursery School is a unique maintained nursery school serving two to four year olds in the City of York. We are also an enhanced resource provision (ERP) and have eight full time places for children with SEND. St Paul's has a long history of working with children with SEND and is greatly valued within the community and wider area. We are currently at a temporary home at Clifton Green Children's Centre, while building work is completed at Nursery at St Paul's Square

Our Vision and Values Statement

At St. Paul's Nursery School we strive to create a happy atmosphere where learning is fun, where children, parents and staff can learn together and where we all develop to be the best that we can be.

We aim to;

- Put the children at the heart of everything we do.
- Provide a setting where children are seen as individuals, where their needs are identified and responded to and where they are given the best possible chance to fulfil their talents.
- Encourage children to grow in confidence and self-esteem, to become more independent and learn to take responsibility.
- Encourage curiosity, creative thinking and questioning minds.
- Create a happy, safe, secure and stimulating environment.
- Work together as a mutually supportive, creative and innovative team.
- Support parents and carers in their role as educator and value their contribution.
- Value everyone and celebrate all achievements.
- Always try our best in all that we do.
- Respect ourselves, each other and our world.
- Promote a brighter future for us all by developing the potential of the whole school community and beyond.
- Respect childhood and offer each child the opportunity to be active and healthy.

We believe;

- Each child is an individual and has needs that should be met in an atmosphere that celebrates diversity.
- High levels of wellbeing and involvement are important for children, staff and parents.
- Everyone should aim high, and all achievements should be celebrated.
- Children learn most effectively by using all their senses and through their own activity and first-hand experiences.

- Everyone has the right to be safe, healthy, happy, achieving, active, respected, responsible, nurtured and included.
- A creative, exciting and well-planned challenging learning experience will inspire a love of learning and a spirit of enquiry both now and in the future.

At St Paul's we are committed to inclusion for all children. For some children, they may require some adaptations to meet their learning needs. For example, a visual timetable, Makaton signing, reduced or adapted language. We endeavour to create a neuro affirmative approach to learning.

At St Paul's we have a highly skilled and experienced staff team who have enhanced training to work with children with SEND. As part of our team we have three Teaching Assistants who work specifically with children with SEND on a ratio of one Teaching Assistant to three children. We have a high staff to child ratio in school.

At St Paul's we are committed to ensuring inclusion for all children. All of our children engage in a rich variety of stimulating play experiences, music, Forest School, cookery, gardening and structured teaching sessions. Our nursery offer incorporates all seven areas of the Early Years Foundation Stage Framework. You can access these documents by following the links below:

Development Matters 2021

<https://www.gov.uk/government/publications/development-matters--2>

Birth to 5 Matters

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

We believe in early intervention to support children with their learning and ensure each child achieves their full potential. We work closely with parents to ensure clear communication and full involvement with the family.

We follow a model of observing then assessing children to ensure we understand their learning and development requirements and can plan carefully for the next steps in their learning journey. We monitor children's progress both formatively (day to day and ongoing) and summatively (summing up their progress at set points in the year). Parents are kept up to date about their children's learning and progress.

We are an ELKLAN Level 4 Communication Friendly Setting, and we are proud to be part of the Early Talk for York approach, working at Step 3. We have recently been awarded the National Autistic Society's Specialist Setting Award, advanced level.

What do we offer the children at St Paul's?

The children will typically access:

- ❖ Stimulating activities in areas of provision
- ❖ Smaller group teaching sessions
- ❖ Story time
- ❖ Music and movement
- ❖ Singing
- ❖ Cookery and gardening
- ❖ Forest School sessions
- ❖ Enrichment activities – (e.g visiting artists and performers)

In addition, our children with SEND will have small group teaching and/or one to one teaching sessions working on clear outcomes which have been devised to be relevant and bespoke to the child and are recorded on their **My Success Plan (MSP)** or **Education, Health and Care Plan (EHCP)**.

These documents bring together all information about the child and includes views from the child, parents, school and other professionals involved with the child. All staff within the nursery are aware of children's MSP/EHCP outcomes and work with children to help them achieve these.

Who do we work with?

We work closely with several health and education professionals including:

- ❖ Senior Educational Psychologist for Early Years
- ❖ Speech and Language Therapists
- ❖ Physiotherapists
- ❖ Occupational Therapists
- ❖ City of York Specialist SEND Team
- ❖ Specialist teacher for autism
- ❖ Specialist teacher for physical and medical needs
- ❖ Specialist teacher for visually impaired
- ❖ Specialist teacher for hearing impaired

These professionals support us with providing the best teaching and learning and provision for the children.

How do we involve our parents?

We are committed to involving parents and carers in everything. You know your child best and your information and perspective is really valuable for us. A transition meeting is held before the children start to which all involved professionals are invited with the parents and school staff.

Then, a full review meeting of every My Support Plan is held every term to review progress and plan future outcomes.

There is a further transition meeting in June as the children approach primary school to which their new teachers are invited to attend in nursery to meet them in a familiar location.

St Paul's staff try to support transition visits to new settings when moving to Primary School.

What do our parents say?

"I think the nursery really respects the child's individual needs".

"We really value the 1:1 care, structured learning and fantastic communication"

"The one to one sessions have really helped my child to concentrate on learning".

"I love the fact that they keep me informed about everything".

"We love St Paul's - great environment for children and lovely outdoor space. Children are well cared for and reach full potential".

"Extremely happy with everything. The nursery has a fantastic team who are really helpful and friendly".

How do we adapt provision to support children with SEND?

- ❖ Higher ratio of staff to children
- ❖ Use of alternative communication, e.g. visual timetable, makaton, technology
- ❖ Individual work stations for children
- ❖ Partnership and collaboration with other professionals from health and education
- ❖ Close monitoring of children's progress through formative and summative assessment
- ❖ Home/school communication between nursery and home in which staff record what has happened during the session, events, messages and achievements!

There have been changes to the SEND code of practice which became law on 1st September 2014. If children have more complex needs their **My Success Plan may be converted into an Education and Health Care Plan** which will detail all of the provision they require to meet their requirements both educational and health. Parents and all other professionals working with the child will be involved in collating a **My Success Plan** which has recorded information about progress and outcomes.

Who can I contact for information, support and help?

Your first port of call is either Mrs Rigden or Mr Cumming or your child's key worker. Contact with the SEN Governor can be made through the Nursery office on 01904 555995 or st.pauls.nursery@york.gov.uk


Claire Rigden -Head teacher and Designated Safeguarding Lead
Martin Cumming Inclusion Leader and Deputy Safeguarding Lead
Sarah Lomas – ERP Lead Practitioner and Deputy Safeguarding Lead
Amanda Willoughby – ERP Teaching Assistant
SEN Governor – Julia Hedley-Jones (Deputy Chair of Governors)

Our school offer is linked to the York's local offer which can be found at:

[Welcome to York SEND Local offer – York SEND Local Offer](#)

Further information, advice and support on SEN issues can be obtained from York's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

[Welcome to Raise York – Raise York](#)

Is a great website offering a wide range of support and information for parents, carers and professionals. This site includes information on education, speech and language, finance and housing to name a few. It is also an accessible website (Click on the icon  to change font, language etc.)

[York SENDIASS – York SENDIASS](#)

York SENDIASS support children/young people, with SEND, and their families in the York area. They offer free, independent and impartial advice on areas that may affect young people and their families with SEND.

St Paul's Nursery School Staff Team:

Member of staff	Position	Notes
Claire Rigden	Head Teacher, Designated Safeguarding Officer	Post Graduate Certificate in Special Educational Needs and Inclusion NASENCO Qualification
Mary Kendall	Teacher – Kingfisher Class, Deputy Designated Safeguarding	Curriculum Lead

Kathryn Parry	Teacher – Puffins Class	
Martin Cumming	Assistant Head teacher - Inclusion Leader and SENCO Deputy Designated Safeguarding	Post Graduate Certificate in Special Educational Needs and Inclusion NASENCO Qualification NPQEYL
Sarah Lomas	ERP Lead Practitioner, HLTA, Deputy Designated Safeguarding	Professional Certificate in SEN Emotional Literacy Support Assistant (ELSA) Portage Accreditation
Jane Samuels	Teaching Assistant	Tales Toolkit Lead
Kath Wilkinson	Teaching Assistant	Puffins
Amanda Willoughby	SEN Teaching Assistant ERP	Portage Accreditation ELKLAN Trained Level 3 ELSA Trained
Jacqueline Barnett	Teaching Assistant	Early Talk Boost Lead Speech and Language intervention Lead
Lauren Lomas	Teaching Assistant	Little Owls Group/ House Martins
Abi Foster	Teaching Assistant	Little Owls Group/ House Martins
Helen Grady	Teaching Assistant	Portage Accreditation, ELKLAN Practitioner
Dana Alhaj	Teaching Assistant	All groups
Fiona Woods	Teaching Assistant	Little Owls/Puffins/Kingfishers
Chloe Dale	Teaching Assistant	Little Owls/House Martins
Nicola Jolly	Business Manager	
Gemma Oldfield	Office Administrator	
Karen Gegg-Brega	Office Administrator	
Andrea Holden	School Cook	
Debbie Clark	After School Club Manager	Little Owls/ House Martins

If you would like to visit the nursery to speak to us or find out more about our offer for children with SEND please do not hesitate to make contact at any time. Please contact us on 01904 555995 or alternatively please email on st.pauls.nursery@york.gov.uk

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