

Exeter Nursery School's Federation

Inclusive Practice Report/SEND Report

Date: Jan 2026

Introduction

This report outlines how both Schools meet the diverse needs of all children through an inclusive, relationship-focused approach. We plan specific and targeted support, and we work closely with parents, carers, and other professionals to ensure every child receives the care and opportunities they need.

Our Inclusive Curriculum

At the heart of our approach is an ordinary, inclusive curriculum designed to provide meaningful learning experiences for every child. Our staff believe that each child is unique, and we work hard to build strong relationships, understand individual needs, and support child development. Through these efforts, we strive to ensure that all children feel valued and empowered to achieve their fullest potential.

Our inclusive curriculum is very important in our Schools. It is at the heart of our practice. We believe that everyone has something to give, and we believe we learn from everyone. All children have an “inner gold”.

We believe in fostering an inclusive culture that celebrates diversity and ensures that every child feels valued and respected. Our spaces and resources are designed to accommodate children with varying abilities, backgrounds, and learning styles. All staff receive ongoing professional development.

Our Understanding of EYFS: Learning Through Play

Our practice is firmly rooted in the principles of the Early Years Foundation Stage (EYFS), which recognises that young children learn best through play. We value both adult-guided and child-led play experiences, offering a rich environment where children's natural curiosity is nurtured and their ideas are respected.

Through carefully planned, play-based opportunities, we enable children to explore, experiment, and make sense of the world around them. Staff observe and interact sensitively, following children's interests and extending their learning in meaningful ways. By prioritising child-led play, we support each child's independence, creativity, and confidence, laying strong foundations for lifelong learning.

Recognizing Each Child as Unique

Staff work hard to get to know every child and see them as unique, building strong relationships with all children. Staff strive to understand each child's development and need and are trained to facilitate this. All staff work with all children within the School groups across the day.

Key Strategies and Examples

- * Differentiated learning experiences - we use Individual Education Plans, APDR – Do, Plan, Review Cycle.
- * Child-centred planning means we start with the child's interests.
- * Family involvement - We engage parents as they are the key educators.
- * Multi-agency collaboration - we work closely with other agencies, inc our colleagues at Nursery Plus, who are sited within both of our Schools

How do we support children with additional needs?

All staff will work with all children within the school day. Some children have a specific notice or focus that our staff will know about. Our inclusion workers follow teacher-led planning and give planned interventions. This can be one-to-one for a short period of time e.g 15 minutes, or one to a small group, depending on the need. Our SEND teams on both sites include SENCDO, teachers, LSAs, and inclusion workers who meet every half term to reflect on what works and what doesn't work, and what to do next. We celebrate progress, even the tiniest of steps!

Key Strategies include:

- * Building positive relationships
- * The Thrive Approach - a specific programme supporting children's social and emotional development with targeted activities and intervention. We use this for all children, including our SEND children. This programme helps us identify individual needs and provide timely, nurturing support, ensuring that every child has the opportunity to flourish emotionally.
- * Positive Reinforcement - Observing and talking to children about what they can do, and emphasising that.
- * Total Communication - helping children to process through using visual support, objects, photos, symbols.

Impact and Outcomes –

Children make excellent progress from their individual starting points, with learning carefully tailored to meet their needs.

- Every child thrives in our setting, benefiting from a nurturing environment that promotes confidence, curiosity and independence.
- Inclusion is at the heart of our practice, ensuring all children—regardless of ability, background or need—are fully supported and able to succeed.

Quotes re SEND children:

Chestnut parent – SEND parent “the worker went over and above for my son and knew him so well.”

West Exe parent – “thank you for all you have done for our grandson and daughter and the whole of our family.”

% of children with SEND

Chestnut 32% (12% complex) this inc children having N+ or THRIVE (21% S&L)

West Exe 24% (18% complex) this inc children having N+ or THRIVE (20%) S/L

Areas for Ongoing Development this term.

Spaces

New Space - The Glade at WEST EXE

New Space Chestnut

The Glade is our dedicated sensory room, designed to help children regulate their emotions and sensory needs. We use this space proactively, offering sensory activities and experiences before children become dysregulated, rather than as an “exit” or time-out space. By making sensory regulation a positive and preventative part of our routine, we support children in developing self-awareness, emotional resilience, and readiness for learning. The once called Blue Room, now the Crystal Room, is the sensory area used for our younger children.

Chestnut now features a newly designed area specifically for our younger children, which includes a dedicated changing area. This space has been thoughtfully created to provide comfort, safety, and accessibility, ensuring that our youngest children’s personal care needs are met with dignity and sensitivity as part of their daily routine, it also offers a space for children to sleep if needed.

The staff space at Chestnut is being refreshed this term, reflecting our commitment to staff wellbeing. We recognise that staff need a dedicated area to relax and recharge, so they are ready to support and regulate the children effectively. Our team is at the heart of creating an enabling environment, and prioritising their wellbeing helps ensure the best outcomes for all children in our care.

Staff Training is ongoing

This term, our staff have engaged in a range of professional development opportunities already. Training designed to enhance our inclusive practice and support the needs of all children. Training topics have included the Thrive Approach, Speech and Language Development and Sensory Integration. Staff will also be helping to facilitate the Early Bird Course. The Early Bird Course is a parent-focused programme designed to support families of young children on the autism spectrum. Delivered by trained staff, the course provides practical information, strategies, and emotional support to help parents understand their child's needs and promote positive development at home and in the setting.

Conclusion

At Exeter Nursery School's Federation, we are deeply committed to nurturing an environment where every child is valued, understood, and supported to reach their fullest potential. Our ordinary, inclusive curriculum is rooted in the belief that everyone has an "inner gold" and ensures that learning is meaningful for all.

We recognise each child's uniqueness and build strong, trusting relationships with them, planning specific and targeted support through individual plans and IEPs. Our newly designed spaces, including the sensory room and younger children's area at Chestnut, reflect our dedication to comfort, accessibility, and holistic care. We value not only the well-being of our children but also our staff, ensuring they have the space and support needed to foster a truly enabling environment.

Collaboration with parents, carers, and other professionals is central to our approach, ensuring a shared commitment to every child's journey. By continually reflecting, adapting, and celebrating every step of progress no matter how small, we strive to create Schools where all children and adults can thrive and contribute their unique strengths to our learning community.

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